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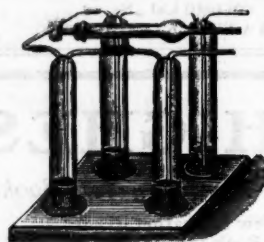
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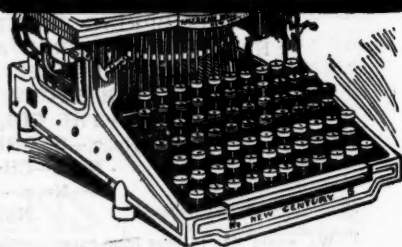
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXI.

For the Week Ending November 17.

No. 18

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## Education as a Factor in Pathogenesis.\*

By FRANCIS W. PARKER, President of the Chicago Institute.

Diagnosis is the "paramount issue" in the profession of medicine. Indeed progress in the science of healing is marked by the thoroughness and accuracy of diagnosis. The physician brings to bear all he knows of theory and experience, he summons his intellectual energy in order to find disease and to ascertain its cause. By an interpretation of signs and symptoms, by a knowledge of individuality and personal characteristics, he practices the greatest of pathological arts. Then comes the application of curatives. Watching and diagnosing do not cease until the patient is well.

### Educational Diagnosis.

My thesis is that diagnosis of bodily conditions and of mental and moral states is of as much importance to the teacher as to the physician. It is perfectly logical to claim that the adaptation of genuinely educative means to a pupil depends upon a scientific diagnosis of that pupil. The true teacher must have a clear idea of the nature of a pupil, of his individuality, of the period, stage, and state of his growth, of his motives, in order to present conditions for the elimination of that which is unhealthful and wrong, and for the promotion of normal growth. The record of all growth, growth of body, mind, and soul, must be read in the terms of the being. All manifestations of whatever kind are indications of what is going on in the soul. The teacher who prizes external results for themselves looks away from the child and cannot know him. The highest duty of the teacher is continued, everlasting diagnosis. Expression is the main medium thru which the mind is observed. The difference in individuals is vast. Children differ very much indeed, even in the same family. *En bloc* treatment of children has its counterpart in the use of patent medicines and in healing by correspondence. It is easy for intelligent people to agree upon principles, and this, in regard to diagnosis in education, no doubt has your approval. In application we may differ.

### Cultivation of Precocity.

Physiological psychology is bringing us much of exceeding value. Turn, if you please, the Roentgen Ray upon the brain of the precocious child. With exceptions, a fevered condition is generally found, an excitement that arouses activity in one direction. The ignorant parent or teacher supposes such manifestations are marks of talent or genius, and is delighted with what seems to be an extraordinary power of the infantile intellect. The pride of the mother or of the teacher keeps hot the already over-heated brain until it burns out. A similar precocity is often the product of earnest and ardent training, training that induces an excessive use of certain groups of nerve centers by arousing and sustaining an unnatural intensity in a limited brain area. Children are often trained to play tricks that are the wonder of the family and of admiring neighbors. The tricks and performances of the school-room are common—great rapidity in arithmetical operations, marvelous facility in committing to memory and reciting words, learning to read by some patent method. The children's brains are kept at a white heat, their minds are absorbed in that

which makes anything like a broad education impossible.

### Wrong Standards.

Our good child study friends are doubtless doing an indispensable work for the welfare of the children, but supposing they were able to turn a powerful lens upon the minds of children who are supposed to be studying. What would they find. I am sure that we should all shrink with horror from the discoveries thus made. As a result of millions of dollars expended, of the time and toil of thousands of teachers, of the tasks of millions of children, what would be found? If I might be allowed to answer, I would say that we would find (1) that many words in reading and hearing language fail utterly to perform their functions, causing a dazed and confused state of consciousness; (2) that lessons in arithmetic arouse images of figures and formulæ, but leave out of account ideas of number itself or of its function; (3) that most images which arise in consciousness thru the medium of the printed page are weak, unrelated, and easily forgotten. In fact, we would find that superficiality, scrappy knowledge, unrelated facts, disgust for study itself, are the results of improper teaching. At present we look upon answers to questions, written examinations, papers, as final results, with little or no regard of the changes going on in the pupils' minds.

### Fundamentals.

We are all, theoretically, believers in law. Probably no other profession gets nearer to a practical belief in law than does the profession of medicine. There are immutable laws of human growth. No matter what the teacher does, what methods he employs, what subjects he presents, the pupil grows according to unchangeable laws. The methods and subjects may be unnatural and cause decay, but the growth is governed by laws which the teacher should find and apply. The old education has its well-worn track; the new is fumbling and groping in the dark. Still the mind grows in its own way under the fundamental law of self-activity.

### Proper Nutrition.

No thoughtful investigator of school work can fail to notice that an immense deal of time is given to word-learning. We know that those who are most efficient in examinations are those who have the best memories for words. Turn the Roentgen Ray, if you please, on the consciousness of the child who is learning the pages of the spelling book. What are the acts of consciousness? What nourishment is there? What absorbing interest? The medical profession is working out with the greatest care the question of physical nutrition.

But the most people are quite ready to hear that which pertains to physical welfare, few care to know that which is essential to mental welfare. Is there not a law of nutrition of the mind? Is it not possible that malnutrition of the mind causes mental deformity just as malnutrition of the body causes physical deformity? The question has been discussed by all the great minds that have ever thought or written upon education, and there is a consensus of opinion that word-memorizing is a terrible waste of money and time. Still at this late hour of the Nineteenth Century we are spending two-thirds of the money for common school education in the learning of mere words, which are recited, examined upon, and forgotten.

\*Address before the Chicago Physicians' Club, October 29, 1900.

**Word Culture.**

If we attack word-learning we are told there is discipline in it. The owner of a sheepskin from a university often explains with pride that he has learned Latin and Greek and has forgotten every word, but that there remains a certain discipline which is usable in the work of life. All images, all thoughts gained by years of study have vanished from his mind, and discipline alone remains. It would be interesting to turn the Roentgen Ray on a disciplined nerve center from which the power of imaging has faded, the power of thought gone, but in which remains a certain indefinable something acquired by hard study. If such discipline is the best outcome of education there must be a great lack of economy in brain growth.

**Power to Think.**

Reading is imaging and nothing else. Reading is called the open door to knowledge. It is the open door to Hades just as well. Reading is thinking, as writing is expression of thought. Writing is a means of cultivating moral power. It leads others to think, and has a direct reaction upon consciousness. All modes of expression are for thought discharge, for the expression of thought, for the highest function of the human being. The thought power of the pupil who has had twelve long years of training in word-learning is fairly tested when he is brought face to face with actual life. Then he must think, but having only the forms of thought expression, he fails. This inability to grapple with the practical problems of life, is not a disease; is certainly a weakness of the mind. It may be claimed that children learn from text-books a great many facts, that what they learn is not mere word-learning; but the facts in the text-book are generally scraps of knowledge, the images they arouse are unrelated, there is no basis for reason and imagination.

The diagnosis of a conceited mind would be very interesting. Conceit may be induced, for instance, by success in word-learning. The child passes a high examination, and, thinking he knows, shuts his mind to knowledge. Education should be the development of the right attitude of the mind towards the truth; but there is an education which, on the contrary, closes the mind to truth.

Masters of the science and the art of healing get together and compare notes. The physician is eager for discovery in the vast realm of disease; but the day has not yet arrived when a teacher who spends year after year in the study of children can be heard. If I were a physician with forty-six years' experience, and thru that experience had something to improve your knowledge of disease, you would listen to me. But education is not recognized as a science, or teaching as an art, and if I were to say to you that one of the most awful, nay most ghastly, things in the school-room is starvation of the mind, you would perhaps, out of politeness, only smile at the seeming fanaticism. Nevertheless it is true, it is a woful pity it is true. Nourishment for the mind there is in abundance; it can be measured only by the universe and by all that man has wrought thru the ages—rich, full, complete nourishment fit to arouse the highest activity of the mind. Subjects of study there are as delightful as the law of the Lord that converteth the soul; but the children are fed upon husks which the swine do eat.

For twenty-five years I have tried to teach teachers. Candidates for positions in our common schools were high school and college graduates. Knowledge and the power to acquire it are of fundamental importance in the science and art of teaching. I can testify to a continual astonishment at the meager and scanty knowledge of normal students, and to still more astonishment if possible at their lack of power to study. Students for twelve or sixteen years! How they managed to escape knowledge is inconceivable. It may be inferred, however, that most teaching does not teach.

Using a word generally pertaining to the body, Is the work of the school healthful? is it invigorating? Does the child respond to it with heart and soul? The answer is an emphatic negative; far most of the work done in the schools to-day is work stimulated by an unholy ambition for per cents. and rewards. This fact proves that nutrition of the mind is at a low ebb. There is an intellectual anæmia in the children who are soon to become citizens of the republic.

**Higher Motives.**

The general diagnosis, then, I believe is starvation of the mind and of the soul as well. A terrible indictment! but true nevertheless. What is the cause of this terrible result? Wrong ideal, wrong motive. Once infiction of the flesh was the incentive to study. Now bribery is the inducement; and bribery is the cultivation of the cardinal sin of mankind, selfishness. The origin of the education that starves the mind has its roots in mediæval times, in a worship of knowledge as knowledge, not in an appreciation of knowledge for its use. What cure is there for this evil? A great body of earnest, devoted teachers whose character and energy are a power among the children to save them from the destructive effects of word-teaching. The most valuable influence in school or college is companionship, and when that companionship is under the supervision of a teacher with a great soul it must be good. Then, teaching should be nutritious. The proper nutrition becomes possible only thru a higher motive than governs school work.

**Sympathy for Education Needed.**

What stands in the way of the introduction of a higher motive and better teachers? The indifference and skepticism of the people towards anything like educational science. The first great step that should be taken is the recognition of education as a science and teaching as the art of all arts. The mother who calls you to the bedside of her child trusts you in diagnosis and curatives. The day when the parent reposes a like confidence in the teacher as to what is best for the child in education has not yet come. As physicians you deal with the body and with the powerful relations of the body to the mind. The teacher deals with the whole being, body, mind, and soul.

As already stated, physiological psychology has brought us much, but so far its products are superficial, they do not reach home, do not tell the teacher the function of reading, of writing; do not tell the difference between expression and nutritive subjects, the difference between attention and the thought aroused by attention, the difference between right and wrong motives.

As physicians you have a tremendous influence upon society. Of all professions you should have knowledge the most extensive and the most profound, and should have the greatest sympathy for education. Every day you see the baneful effects of improper school environment, of bad air, deforming desks, over-fatigue, lack of proper exercise. What is needed in the school is the proper nutrition of the mind, the proper care of the body, and the proper direction of the action of the soul. Thru your powerful professional influence education may be reformed by applying your methods in the school-room. The city is agitated by subjects which seem to the people of vast importance—the matter of spelling, the matter of using good English. To be sure, these subjects are of importance, but there is a vastly higher subject—that of the physical, intellectual, and moral growth of the students. I need not remind you that the future of this country and the future of all the world depends upon the proper growth and development of the child.



The Christmas Number of THE SCHOOL JOURNAL, which will appear next week, will be handsomely illustrated, and will contain several articles of special interest



## Literature in the Elementary Schools.

Arranged for the Schools of Syracuse by PRIN. W. D. LEWIS,  
Prescott School.

The work of our schools is twofold in its aim. First, it must give the child an understanding of the world and of its activities which will enable him successfully to meet the great problem of self-support. Second, it must train his moral and spiritual faculties so that he shall be not only a useful member of the commercial world, but a helpful member of society. It should give him high ideals of character and conduct, arouse in him a love for the good, the beautiful, and the true, and incite him to noble achievements.

Unless we are willing to confine ourselves to the former aim, we must include in our course of study some training of the imagination. A great author has said, "All real progress in the world arises from a dissatisfaction with present conditions when compared with an ideal one seen thru the imagination." It was necessary for Morse, Tesla, Edison, and Marconi to speak across the continent, under the waves, and out of the depths of the air with the magical voice of the imagination, before we could realize in our daily lives those dreams of modern science more wonderful than the enchanted tales of the Arabian Nights. The imagination is the abode of ideals. Our ideals determine for each of us what we are and what we do—in other words, our character and conduct. Is it not evident, therefore, that the imagination is of great importance in the formation of character? Literature consists of the noblest thoughts of the noblest minds, it tells of the bravest deeds and the most heroic achievements, it shows us men and women like ourselves working out their destiny against the trials and temptations common to humanity, it shows us pictures of honesty, self-sacrifice, purity, and truth, it breathes a nobility of purpose, a courage of conviction, and a definiteness and energy of action that cannot fail to arouse noble ideals in the imagination, and responsive emulation in the mind and heart of youth.

If it is true that each child reproduces the development of the race, there is a time when the Gothic, Greek, and Roman myth, the fairy tale, and the fable are its proper food. The heroism of Achilles, the filial piety of Æneas, and the devotion of Penelope teach great principles the more effectively that they do not prod you with a sentimental moral at the end. Cinderella, Bluebeard, and Jack the Giant Killer are full of ethical teaching. The lofty sentiment of King Arthur, the purity of Sir Galahad, the merciful justice of the Merchant of Venice, and the great life-problem of Macbeth cannot fail to build into the characters of those familiar with them, those elements which will enable them to stand before the world in the dignity of manhood, neither to beg nor fear its favors nor its hate.

### Literature a Necessary Culture Study.

The study of literature is certain to give a better command of language than can otherwise be obtained. The child who hears only good English needs no formal rules to enable him to avoid the common errors of our language, while we all know how difficult it is to correct vicious habits of speech when once they become fixed. No attention to rules can overcome bad example in the accomplishment of this end, nor can any rules accomplish so much to establish correct habits as examples of pure and elegant diction. The beneficial results of literary study, however, cannot be measured in the per cents. with which the educational world just now seems so much concerned. Literature is a thing of the heart, and therefore the more difficult to teach. A method for the development of "twice two are four" is comparatively a simple thing and shows results which may not be greater than those gained from literary study even if they are more definite.

The child can acquire only from the study of literature that nice sense of the connotation of words which marks the man of culture. The different shades of meaning of

the same word, and a discriminating sense of the meaning of synonyms can be gained only from such study. For purposes of ordinary definition the dictionary makers have been obliged to draw widely upon literature to make clear various uses and meanings. Childhood is the language period, and the child who lacks the formative influence of literature in the grammar school, misses the greatest cultural power that can ever be brought upon his speech.

### To be Studied Thru Life.

As a means of general information no subject equals literature. Those things which for years have been a part of our daily lives we remember without effort, while dogmatic truths or arbitrary facts are often forgotten, no matter how strong may have been their single appeal to the memory. The youth who has read Scott's novels knows more of English and Scottish history than he who has only been over the course in a text-book. The one who comes to the text-book with a knowledge of manners, customs, and social conditions gained from the works mentioned, will not only meet all requirements as to the facts, but will have a better understanding of the national life in its social, political, and religious aspects than is possible to his less fortunate fellow.

The majority of school subjects are neither studied nor remembered after school days are over. Of all subjects, literature is most likely to be a source of self-education in later years. Who can estimate the value of an active and discriminating interest in literature upon the lives of the artisans, clerks, and general employes in our cities? How much their view of life would be broadened, their ideals elevated, their leisure enlivened, and their cares dispelled by such an interest. Ruskin says: "Will you go and gossip with your housemaid, or your stable-boy when you may talk with queens and kings; or flatter yourselves that it is with any worthy consciousness of your own claims to respect that you jostle with the hungry and common crowd for *entree* here, and audience there when all the while this eternal court is open to you with its society, wide as the world, multitudinous as its days, the chosen, and the mighty, of every place and time?" Here is an element that will help to solve the great questions of the saloon, the gambling den, and the brothel. It gives the problems of life in a concrete form, and prepares the way for a philosophical outlook upon the world. It will add a richer coloring, a deeper resourcefulness, a more glorious imagery to the life of him who has the key, and this key should be placed in his hands, and its use discovered to him in early life. He should from the beginning of his school days, breathe an air of literary culture that will fascinate him and like a narcotic, produce an ever-increasing desire for more of a similar nature.

Educators are just beginning to recognize the age of adolescence as a vital factor deserving careful study. It is generally conceded that during this period habits become fixed, and that, therefore, it is of great importance that before and during these years those influences which will affect the vital character for good shall have the best possible chance for permanent results. A large percentage of our children do not go beyond the grammar school. If then, the study of literature will cultivate the imagination, enlarge the vocabulary, give a better comprehension of words, instruct and inspire the moral and ethical nature, furnish a vast fund of general information, impart a philosophical outlook upon life, and afford an unfailing source of instruction and delight in later years; if all these depend upon an early begun and long continued absorption, let us not neglect our trust by failure to place its benefits within the reach of the children in our grammar schools.

(To be continued.)

Next week's issue will be the Christmas Number of THE SCHOOL JOURNAL. It will contain a number of special attractions.

## Educational Thought in Current Periodicals.

### The Model Teacher.

Too much cannot be said of what the teacher ought to be. We all have ideals toward which we mean to strive, but the drudgery of class-room work with its resulting physical weariness calls for constant reminders of what we would be. Prin. E. E. Norvell, of the high school at Birch Tree, Mo., sums up the qualifications of the teacher in a few pithy paragraphs given in the November *Missouri School Journal*.

It goes without saying," Mr. Norvell suggests, that a teacher who has a good, strong, healthy, vigorous body can accomplish more than if suffering under some affliction. However, it must be understood there are some fine teachers who have very frail bodies, but these few brilliant teachers are exceptions to the rule. A sound mind in a sound body is not far from true. I have known a few teachers who had poor health, and yet possessed such superior will power as to rise entirely above the vexations in the school-room. In this same connection, while it is a slight digression, it may be said that some of the brightest pieces that adorn the pages of English literature were written by men who scarcely knew a well day during their lives.

There is no qualification that should be placed above the moral qualifications of a teacher. The great aim of all education should be to make good citizens out of pupils. It is a true saying in philosophy that water will seek its own level, and it could hardly be expected that a teacher who is not morally right himself could impart correct principles of morality to his pupils. The impressions a teacher gives to pupils, be they good or bad, are lasting. A teacher's habits should be above suspicion.

The intellectual qualification is regarded by the great mass of people as very important, and it is important, for surely a teacher cannot impart that which he does not know. And to succeed well a teacher must have at ready command the subject-matter embraced in the textbooks, and not only that, but a large store of supplementary knowledge that may be imparted as occasion presents itself. A pupil may instruct a pupil, but a pupil can hardly teach a pupil, for teaching is a term of broad meaning, which carries with it some significance. To teach well and scientifically a teacher's intellectual qualifications must be beyond question—must have a mind capable of seeing the essential points in the lesson and sufficient ability to present them clearly and unmistakably.

The teacher has every kind of pupil to deal with—from the poorest to the richest—from the meekest to the best. The model teacher must treat all alike, it matters not what his personal feelings may be. There are times when his patience is tried; times when he is vexed; times when he is annoyed; times when he must correct a naughty pupil and maintain his authority before the school; times when everything seems to go wrong. But amid all this the model teacher will keep his temper within proper bounds, will seldom if ever become angry before his pupils.

The teacher becomes *loco parentis*, i. e., by the nature of his calling takes the place of his parents while the children are in school. He has difficulties, quarrels, disputes to settle, and bad language to correct. In a school of fifty or sixty, the teacher has almost every kind of pupil to deal with. Some children that are taught well at home, some that are taught poorly, some that are scarcely taught at all. He must take all these, bring order out of chaos, harmonize, classify, and grade the school.

Amid all this he must be calm, dignified, and possess the power to command. There must be something in the very sound of his voice that has the air of command and authority. Some teachers possess this peculiar power by nature, while others acquire it by study and

practice. Grant the teacher has ability to govern, moral uprightness, and scholarly attainments, and yet if he lacks tact and judgment he is almost doomed to failure.

### Evening Clubs For Boys and Girls.

What to do with our boys and girls after they have left school is being answered, tentatively, at least, in New York city. The *Tribune* gives the following description of the movement which has been started recently in the formation of evening clubs in the school-houses.

Any one who has spent much time in the crowded districts of the city must often have wondered at the useless way in which day after day, the great handsome school buildings stood vacant after their primary purpose had been filled. At last there is a promised change, which in some places has already taken shape. In seven schools darkness brings not loneliness, but a change of activity. The great courtyards are filled as in the daytime, but with older boys and girls who have left the class-rooms for the shop. Clubs are meeting, games are being played; best of all, perhaps, there come sounds of energy from the gymnasium. The school-houses are no longer merely places for instruction in the three R's and their family. They are social centers for the neighborhood—they truly belong to the people.

"It is pioneer work. The work is, of course, more or less experimental—that is, as to methods, for the necessity is only too apparent. The need of the crowded portions of the city is for rational pleasure, physical and intellectual, and for education of a more subtle kind than that usually included in the term. All New York girls and boys learn to read, write, and even to climb no little distance up Parnassus, but many of them are ignorant of that social education which makes all work together for the good of the many which causes self-sacrifice for the benefit of the community.

#### The End a Social One.

The methods to secure this end are various, but the club is the chief means taken to teach the social idea how to shoot. There is much to be learned in a club; the other members will stand no nonsense on the part of one refractory girl or boy, and the obstinate learn, perforce, to give in, and to "pull together." So clubs are formed among both girls and boys. Four schools are open for the latter and three for the former. This is a fair proportion, for the East side boy is necessarily a greater problem than the East side girl. The innate superiority of the weaker sex shines with exceptional brightness across the Bowery.

These clubs are in most cases literary in aim. They will have a program suggested, or at least supervised by an older person. Some book will be read and discussed, or some question debated. The latter form of entertainment is more common among boys' clubs than among those of the girls. Some of the topics which they wish to debate are extremely profound, and include the silver question, the policy in the Philippines, as well as such abstract subjects as the comparative importance of the printing press and the steam engine and the chief cause of crime.

Important as is the refining influence of literature, no less valuable is the training received in the gymnasium. In fact, one is tempted to say, in looking at the eager faces and stooping shoulders, that the body needs more attention than the mind. The clubs, both girls' and boys' have two weekly meetings in the gymnasium to one for literary exercises. The girls have two half hours and the boys longer. Every girl has a suit and practices on the horizontal bar, the rings, etc., besides going thru the regular calisthenic exercises.

The third part of the social work consists of quiet games and the circulation of a limited number of books,



Tables are placed in the large playground, and here the boys or girls, as the case may be, group themselves around a game of checkers, crokinole, or the like. Among the boys it is possible to form checker clubs and develop good players, but the girls have less skill. The attendance in these rooms may be from two hundred and fifty to five hundred a night.

"The class reached by the new work is made up chiefly of the better sort of working girls; that is, those with a fair education and without vicious tendencies. To introduce the less self-respecting element is, of course, impossible if the first class is to be retained, but there is an attempt to induce the girls to bring into the clubs those who, without being actually depraved, are known to come under the description of "slightly tough." If these girls are brought in a few at a time, the good influence of the majority will prove helpful to them, under the watchful care of the superintendent of the work. As yet the adults—that is, the parents have not been reached. In one of the schools a men's club is about to be formed, and the desire is always to reach the girls and boys over sixteen rather than the children, who will flock in and fill any number of school-houses as soon as the door is opened to them."

### School Gardens and Garden Schools.

A writer in a recent number of the *Scientific American* summarizes the consular reports made to the government on the subject of school gardening as carried on in European countries. "Sweden," he says, "which is the home of garden schools, takes the lead and now has 2,000 of them. Great attention has also been given to the subject in France. Within thirty or forty years (after the Revolution) by their personal efforts alone, without government support, certain public-spirited citizens, by establishing model farms and agricultural schools, laid the foundation of agricultural teaching in France, and the republic of 1848 passed a law incorporating the teaching of agriculture into the national educational system. School farms increased rapidly, and in 1852 there were seventy, the number allowed by law.

"There are 172 professors of agriculture in the primary and secondary schools, 90 professional chairs of agriculture organized by the government, 42 agricultural stations and laboratories, besides veterinary schools, forestry schools, national agricultural schools, dairy schools, schools of practical agriculture numbering 34, schools of irrigation and drainage, schools of viticulture, horticulture, sheep-raising, silk-worm culture, fruit-growing, and various stations for the study of seeds, entomology, vegetable physiology, vegetable pathology, laboratories for the study of fermentation, etc. In 1893 the government expended \$828,104 for agricultural education in France. The Paris agricultural institute has 22 professorial chairs, and the course of instruction is two years. Foreigners are received under the same conditions as French scholars.

"In Germany everything possible is being done to revive and sustain agriculture. School gardens are made a part of popular education, whether they are used merely to supply material for study or are real agricultural gardens conducted by the children.

"In Breslau," continues the writer, "there is a botanical garden of nearly 12,000 acres, and three-quarters of the ground is planted with flowers for use in school. Plants are sent at the request of the teachers, and the children are taken to see the plants growing. The scholars also receive plants to take home, and the pupils most interested receive an extra number. There is a model institution in the suburbs of Dresden where boys are taught the cultivation of all the forest and fruit trees that grow in the kingdom of Saxony, and the girls have charge of the vegetable garden, and learn to plant, hoe, and weed, and all the children are instructed in the care of flowers. There is a section of the garden devoted to plants for botanical purposes. The children

take great pride and interest in their work, and after the outdoor season is over, they are given bulbs and plants to take home to grow as indoor plants. The school gardens of Germany are intended more as a help to studies already in progress than as an extra course, as in the agricultural gardens of France. In Leipzig the botanical garden is of large extent, and the teachers of botany can take the children there for practical instruction, and they are allowed to take away anything they desire for study. The school board sends out a circular twice a week, giving a list of flowers in bloom, in order to encourage visits to the garden. Transplanting and grafting trees are taught by seeing the gardeners work, and the children are encouraged to cultivate little vegetable plots at home. In Munich spacious playgrounds are provided, and all new school-buildings have twenty square feet for each pupil. The school-grounds in the suburbs are very large and are well planned. Half of the schools have botanical gardens, and a large central garden is being started.

"In Switzerland the government gives a substantial contribution for every garden which is established, and also gives a yearly sum towards its maintenance. The estimated cost of these gardens is less than \$500. This includes the expense of hotbeds, summer-houses, railings, fountain, plants and seeds, utensils, and labor. In some cases the pupils have assisted in preparing the garden."

### School from a Mother's Standpoint.

Dr. Martha Dunn Corey believes (*Western Journal of Education*) that the pale features, narrow chests, and listless air of the little girls of our schools are not entirely to be attributed to the public school system. One difficulty lies with the mothers, too many of whom are not satisfied to have their children enter school at six years of age and take one grade a year.

"If," Dr. Corey suggests, "they can only say, 'Jennie has been in school only a year, and is in the fourth grade,' many mothers are quite happy. Thirty years ago children studied harder than now. Personally, I remember to have finished Thomson's Higher and Thomson's Practical Arithmetic by my eleventh birthday, and was ready for algebra, and was neither ruined in health nor considered abnormally advanced. There was not then the unhealthy stimulation of grade work, or I should rather say there was not the rushing from grade to grade to outstrip some one else.

"Knowledge in those days was acquired only by hard work, now it is simplified to the last degree, and yet talk goes on about the 'slaughter of the innocents,' but is not the sacrifice made by the mothers of the victims, rather than the harsh and cruel board of education? Five times out of ten the mother's ambition, rather than that of the child, rushes him along to a grade beyond his years, and there has to be much outside study; and in the case of the girls music lessons and sometimes drawing lessons are added to the outside work. Under this extra burden, is it any wonder that, among girls especially, who are allowed out little wholesome exercise, there are pale cheeks and stooping shoulders?

"In the other five cases out of ten the little ones are sent to school from a breakfast table little adapted to the needs of a growing child, and that child a student. At noon they rush home to a lunch, or worse still, eat from a closed bucket or box, pie, cake, and pickles, and at night have a late dinner of meat and other hearty food. Is it any wonder that the little ones are not up to their work, even tho it be simple? It is not a question of overstudy, but of improper feeding, and in the cases of girls, lack of wholesome play.

"Let us cease to find fault with our schools until we are well qualified to judge. Let us begin a crusade among the mothers, for to them is given almost entirely the oversight and control of the school life of children. Double the number of mothers' clubs. Have classes in hygiene, physiology, chemistry, and cooking. Preach

early and late the gospel of common sense. We can then meet half way the earnest educators who are making such a grand effort to place our schools upon a high plane, and who are seeking to raise the standard of living and thus produce a nation of mentally strong, cultured men and women."



### Practical Hints on Class Singing.

This is the time of year when thousands of teachers are preparing for Thanksgiving or Christmas music, so that selections are timely from a very breezy article on the problems of class singing, written by Mr. W. G. McNaught and printed in *The School Music Review*.

The author recognizes the great difficulty in getting satisfactory results with large classes, short periods, and exacting demands. The most active music teacher cannot suit everybody. "If you elect to take off your hat to this or that topic and to cultivate its friendship, you must be prepared to run the gauntlet of some set of critics. You may be told that while the sight-singing is fairly satisfactory the class does not get enough real music to practice. If you spend time in getting up some good part-music, you are told that the class ought to learn fine old national or folk songs, chiefly of the robustious sort that can be sung heartily. You set your class aglow with enthusiasm for 'The Star-Spangled Banner' and 'Dixie' when next day comes a frost and you are nipped by the solemn warning that this hearty singing is wholly destructive of the voice." So it goes. The singing teacher meets every kind of hostile critic, even to the hypochondriac who decries all class singing on the ground that the children's voices are not yet settled. The writer remarks parenthetically that "it is fortunate they are permitted to eat, notwithstanding the immaturity of their internal organs."

#### What Can Be Done.

The only sensible course is to consider the needs of each class and give it just such musical nutriment as it is capable of assimilating. Nothing is so fatal in the teaching of music as a cast iron system. No two classes are alike. What will go well with one, will fail utterly with another. The sagacious teacher will, if his hands are not tied by school board regulations, adapt his teaching to the exigencies of the moment.

For instance, there are classes of children upon whom it is best not to try any ambitious program. The music should be frankly regarded as a sort of recreation. Care can be taken of the voice, good sterling songs may be freely sung by ear and stored in the memory, the singing may be in tune, the words well enunciated, and intense enjoyment may be experienced all around. Such a class with such a result is not to be despised. At least it may create a pleasant association with music and may be a stepping stone to a more intelligent study of the subject. Ordinarily, however, something more than this can be attempted. With an average class it pays to devote at the outset and for a few terms the larger proportion of the allotted time to sight-singing matters, while throat jealousy watching and correcting the voice delivery. The skill thus gained can be applied to other points. Pieces, especially if in two or more parts, can of course be more quickly mastered where there is some sight-singing than where there is none. Only simple unison songs can be taught by ear.

#### Arranging Sections.

A novel scheme for sorting the pupils in large sections where all ages and stages of musical ignorance prevail is suggested. It is so good that we print it entire:

"It is the teacher's business to make the most of the human nature in his class. In the endeavor to do this I have for a long time adopted a plan of classification of pupils, by which, to a great extent, the difficulty of teaching large mixed classes has been successfully met. I

first settle a number of closely graduated steps, and identify them by a letter of the alphabet. These steps form a definite ladder for the pupils to climb. Each pupil knows what little step he or she is to take next. This definite aim for a possible advance is a powerful incentive when properly managed. In fact, so eager do young children generally become to get on a stage that restraints are often necessary to calm their excitement. Here is one scheme of lettering that I have adopted in a school class into which about sixty children from eight to thirteen or fourteen years of age are draughted.

#### SECTION.

- A. All new-comers. All who cannot imitate or sing a little alone.
  - B. Must sing a very easy little scrap of the scale as called for by sol-fa names.
  - C. Ear exercise. Very easy—the order in which the notes composing the tonic triad are sung or played.
  - D. Easy rhythmic exercise on a monotone.
  - E. Follow pointing on a modulator (staff or tonic sol-fa, according to method used).
  - F. More difficult monotone time exercise.
- And so on as called for.

"The time absorbed in lettering may seem a serious obstacle; but it does not turn out to be so. The average time taken is about twelve seconds. I have often tested fifty in ten minutes. You must do something in your time. Examination of this kind is not a waste of time; it is unmistakably an excellent employment of time, and it is intensely interesting and educative to the class.

"*The teaching.*—Give short, bright, incisive lessons to two or three sections grouped. The others must, of course, meantime either be silent or, if a higher section, be called upon to pattern (often a proud moment) and if a lower section be strongly urged to learn by listening.

*Advantages.*—Besides the advantages already enumerated, the plan permits a teacher to select easily his best pupils or eliminate his worst when he wishes to prepare good music. The best are then guides to the others, and, unhampered by the hangers-on, they work more willingly.

"Here are the results in two classes at the end of a term:—

A	B	C	D	E	F	G	H	I	J	K	L	M
6	2	0	5	6	7	7	8	5	5	5	4	3
4	3	0	0	0	6	8	5	9	8	7	6	6

63.  
62.

"The doses can be strengthened according to circumstances. I daresay other teachers have adopted other and better plans of meeting this special difficulty."



### The Influence of Personality.

Four young women applied for a situation in a large boarding school. The salary was good and the place carried with it some distinct social advantages. It chanced that all four of the candidates were personally well known to the members of the committee which made the choice. All had won creditable degrees at the university, and had had some experience in teaching. All were members of the church with which the school was connected. The choice among them naturally settled down to a question of personality.

"Mary Black," said one member of the committee, "she is a fine scholar, but terribly affected and over-precise in manner and words. I cannot feel that she is the right person for our girls."

The rest agreed and turned to the next letter of application. It contained a misspelled word and was disfigured by a bad smear on the envelope. That settled the writer's fate. All the committee remembered that the applicant was careless and untidy in speech and dress.

The third name was thrown out at once. "Miss B



giggles so," said the chairman of the committee. "No one with a confirmed habit of that sort can be relied upon to keep order in her classes. We all know how infectious giggling is."

So the choice fell upon the fourth applicant whose only point of superiority to the others was in her freedom from defects of manner.

This little story from an article in the *Northwest Journal of Education* needs no comment; it is a bit of transparent truth.

## History in a Small High School.

For some reason or other, perhaps because no other language that our own is required, English and history are considered by the uninitiated, the easiest of the high school subjects to teach. This is a deplorable mistake. In many respects history is the most difficult subject for the teacher, as English is for the pupil. Just what difficulties are to be met in teaching history, especially in our smaller high schools are cited by Mr. J. T. McManis in the current number of the *School Review*. The points discussed are such as have arisen from personal experience on the part of the author.

The first difficulty, says the writer, is the general one of introducing young minds into historical study. Every teacher of history has felt how difficult it is to carry the minds of pupils into past life and show them from the facts and expressions of men of other times the unfolding of human spirit and human institutions. The mind can hardly appreciate the time when *what is* was not, and work out the steps by which it came to be. The pupil at first invariably criticises past ages from their failures in the light of the present. The longest stride forward is made when the student views things from the other's standpoint, and puts himself in the other's place; when he realizes that men of the past were like himself, striving for various ends, and working under certain limitations and advantages which he has not.

This difficulty is a general one and is more or less true in all schools, large or small. However it is likely that it is more apparent in the small schools than in the larger, because the pupils in the small schools have not had the basis for history that those of the larger schools have had and there is not the same opportunity to consult good libraries and to have teachers who can devote all their time to this specialty.

And this brings me to speak of the second difficulty growing out of conditions in the smaller high schools, the libraries, or historical material, and the teacher. If a specialist in the subject of history found it difficult to get good "original material" into the hands of pupils, how much more does the teacher in the secondary school with a number of classes in various subjects on his hands find it next to impossible to get material other than the dry bones of the text-book into the hands of his pupils. It is becoming an easier matter to procure material in cheap, convenient form prepared especially for secondary schools, and text-books are being written that are of more value, so that I have found a partial answer to this difficulty, but it is still a difficulty.

The teacher in the small secondary school cannot devote all his time to this specialty. Where is he to find time for his own preparation of the daily lesson if he has seven or eight recitations to conduct? With but a limited amount of material and time, the teacher in the small high school must have had an exceedingly good preparation and must be able to present the work without being a constant student of the subject if he makes any success of his teaching at all.

The third difficulty under which the teacher in the small high school labors is the condition of the pupils entering from the elementary schools. This is not meant to be a condemnation of all elementary school work, for

in most cases it is good. The same condition may exist to some extent in the larger schools, but I think it is true to a greater degree in the rural high schools. The universities have forced upon the high schools the necessity of doing more work and of doing this more thoroly, which is valuable for the pupils, but the pressure has not always exerted itself in the best direction in the elementary school. The pupils of whom I speak had only the preparation obtained from the study of the state series text-book in history thru the seventh and eighth grades, and in this study the work was generally carried on with reference to the county examination passed at the end of the year's work. A study of the questions used in these examinations reveals the fact that they require only the most formal memory work.

Take a class of pupils from such a preparation into the first year high school and examine your material. Suppose they began the course in Greek history. In the first place, they understand how to answer definite questions about dates, and can recite well as long as allowed to memorize and give the text word for word, but they cannot work out the topics in their own language. In the second place, there is no grasp of the contents of paragraphs and chapters. They have no knowledge of the use of books, for they have used only one heretofore. In the third place, there is never a beam of pleasure at the recognition of a familiar name or person or story in this long maze of hard names and places. It is all "Greek" to them.

These persons and scenes and occasions have not been approached before the pupil entered the high school, and it is with the greatest difficulty that the teacher undertakes it in the high school. It is not desired that the pupils become historians in the grades, nor that they learn all about handling books and working out topics, but it does seem that we might expect them to enter our first year high school with a few centers of interest established, not only in American history, but in the general history of the race. It seems that they might have had some little independence given them in the use of the books, and that the work might have been begun in such a way that the high school could take it up and carry it on to some definiteness and depth.



Child Life in Other Lands.

## The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING NOVEMBER 17, 1900.

### Mendicancy Among Teachers.

If teaching is to be regarded as a profession before the close of the twentieth century it would seem to be high time to begin the cultivation of professional conduct, at least among those who occupy positions of educational prominence. All forms of begging and wheedling for assistance must cease. An educator's good will and judgment must no longer be put up for sale. Superintendents, principals, and teachers must stop asking for things without offering to pay.

Publishers and dealers in school supplies are constantly asked to pay tribute of one sort or another. When a library is to be secured for the use of teachers the first step is usually to write letters soliciting free books. Another style of mendicancy is to suggest that selections of books and periodicals will be made from the samples deposited in the superintendent's office. "If you will send me THE SCHOOL JOURNAL free of charge, I shall be glad to recommend it to others," a third form of Lilliputianism.

But the method most in vogue at the present time is the importuning of people, in some way dependent upon the good will of teachers, for money contributions, promising in return advertising in a report, official bulletin, program, or what not. Very often this is nothing less than privateering. The publishers are sought out first as the easiest prey. They are called upon to pay for the insertion of announcements from which they cannot hope to receive anything like a fair return. Their names and wares are sufficiently brought to the attention of the public they wish to reach, thru legitimate advertising channels. Yet there are county, state, and other associations of teachers to whom it never occurs that they ought to pay themselves for the publishing of whatever appears necessary or desirable to them. They make a strike at all dependent on their good-will, and they have no scruples whatever in getting them to pay for their whistles and then pocketing whatever profit there may be.

Many college and high school publications feel no pang at relieving a publisher of part of the money due him for books used in the institution. He must take an advertisement and pay for it, or risk loss of ground. An agent is making the rounds stating that he has been empowered to place an attractive board for the program of studies in a large New York city institution, the frame of which is to be made up of advertising cards. Is the school too poor to pay for a program-board? If so, it should do without one. Show-bills have no place in an educational institution. The board of education ought to take steps to prevent the placing of the board. Are the walls of public schools to be let for advertising after the manner of street cars and elevated railway stations?

Schemes of this sort, it may be replied, do not always originate with teachers and school authorities. An alert and persuasive person often succeeds in obtaining their sanction to advertising ventures of a doubtful character. Thus the superintendent of a small town was recently offered a large number of framed pictures for school decoration. It was understood that the pictures were to be free of advertising matter. When the Danaan gift arrived it was found that the frames were advertis-

ing cards, so cleverly arranged as not to spoil the appearance. And yet it placed the superintendent on the level with the farmer who allows his barn to be painted with tales of ague cures and the like. In this age of keen competition, gift horses must be carefully examined.

### N. E. A. in Advertising Business.

The Department of Superintendence of the National Educational Association has become involved in an affair which shows deplorable lack of judgment on the part of Pres. L. D. Harvey. Just how much the department and the association have been drawn into an advertising venture has not yet been determined. THE SCHOOL JOURNAL will use every effort to collect all the facts in the case. Meanwhile this state of things may be pondered over: a solicitor has approached publishers and others in the educational trade field urging them to advertise in the official program of the meeting to be held in Chicago next February. His credentials seem to show that his errand has been authorized by President Harvey. Just how much authorization has been given to this undignified proceeding has not yet been established. The editor recently asked several people high in the councils of the N. E. A. for further information, but no one excepting President Harvey seemed to possess any knowledge on this point. The latter replied rather vaguely:

I have authorized the preparation of the preliminary program for the Department of Superintendence. This program will be the preliminary one, which will be widely distributed.

No reply was received to a second telegram requesting more definite information.

The matter ought to be considered by the board of directors at its next meeting. If the presidents of departments cannot be trusted to use good judgment in authorizing publications, this authority should be vested in the executive committee, or some responsible representative of the general association. The soliciting of advertisements in the name of the association or any department thereof should be absolutely forbidden. The demoralizing effect of illegitimate transactions involving the collection and disbursement of money is too well-known to require discussion.

But there is another side. If the Department of Superintendence can importune publishers for money contributions under the guise of advertisements, all the other sections of the N. E. A. can claim the same right. What is a firm to do when the twenty odd solicitors of advertisements descend upon its representatives with an air of "If thou art Caesar's friend, thou knowest what to do"? Strike-legislation belongs in the same class with such doings. The N. E. A. must be watchful of its dignity. It must stand firmly for professional conduct.

### 'Obtaining Quiet.

"How shall I stop whispering?" says the young teacher, and the older teachers, too. The main thought with many is how to keep the pupils still. "I can teach well enough" says one, "if some one would only do the governing." It is the burden of some teachers' lives that they must face the tendency to noise and confusion which young people seem to have. And he is a happy and wise man who can turn all of this exuberant force into a means of preserving order. It is a great mistake to suppose that children make a noise out of a desire to trouble and annoy. They must be busy; it is as necessary to them as to breathe the air. The art of keeping order, is the secret of keeping work before them. Let me illustrate.

I was several years ago on a steamboat on the Ohio river that struck a bar and it was found she must be unloaded. The captain undertook the job and the greatest confusion reigned. At length, a man sent by the owners arrived, and the scene changed. He arranged the



men employed, and the noise, the shouting, and the excitement disappeared.

"He understands the business," said one; but this was a mistake; he was a clerk in the office, and this was his first experience in this line of work. But he had a talent for *organizing*. To be able to organize is recognized as a first-class talent; it is a power when a large number of men are to be equipped, fed, drilled, and moved forward into battle; then the man who can *organize* is needed; he brings order out of confusion; he puts things in the places designed for them.

This teacher must learn this art. First, then, is the arrangement of classes; those pursuing the same study must be put together; next they must know *what* they are to do, *when* they are to do it and *how* they are to do it. The classes must each have a designated time to recite; when the time has expired they must stop, whether they have finished or not. The next must succeed, and so on. This rigid adherence to a program is the teacher's salvation.

Train the classes to come and go in a way that will prevent noise. For example, the class in arithmetic is to recite. You tap on the desk with your pencil; they know you want attention; you wait a moment for them to get ready; you raise your hand, they rise; you pause a second, then motion them to move, and they pass to the recitation seat; they look at you, you give them a motion of your hand and they sit down.

In another school, the teacher calls out, "Arithmetic class get ready." Then ensues a bustle, dropping of slates, etc., in the midst of which the teacher thumps on the desk and calls out, "Don't make so much noise." When the noise has somewhat subsided, "Class may take places." This is a signal that has been waited for and a rush is made for the seat, the upper end being the coveted place. The teacher looks savagely on. "Sit down, move that way; don't all crowd up at one end." And after considerable effort the class is ready to recite.

Now all of this noise was produced by the teacher; the pupils are not to blame. Hence, the teacher should rigidly examine himself to see if the cause of the unquiet of the school-room does not lie in him. Let it be reflected that a company of children that don't want to make a noise is not to be found; and finally that those who want to make the most noise are the best scholars. There is a meek pale-faced boy, who sits as "still as a mouse,"—he is the model scholar for many a female teacher—but he never will be able to earn his bread. Hence respect these noise makers and *learn the art of managing them*.

### The Nobel Prizes.

On Dec. 10, 1901, money prizes (founded by Dr. Nobel's will) to the value of \$402,000 will be distributed—if the work submitted is deemed of sufficient value. These prizes will be given: 1. To the person having made the most important discovery or invention in the department of physical science. 2. To the person having made the most important discovery and having produced the greatest improvement in chemistry. 3. To the author of the most important discovery in the department of physiology or medicine. 4. The author having produced the most notable literary work in the sense of idealism. 5. To the person having done the most, or the best, in the work of establishing the brotherhood of nations, for the suppression or the reduction of standing armies, as well as for the formation and the propagation of peace conferences.

There are, it will be seen, five departments. The judge for the first and second is the Swedish Academy of Science; for the third, the Carolin institute; for the fourth, the Academy of Stockholm; for the fifth, five members selected by the Norwegian Storting.

1. Every written work must have been published by means of the printing press.

2. Admission to the competition must be proposed by

a qualified person other than the one seeking a prize; his application will not be needed. This proposal must be accompanied by writing and documents giving a foundation for the claim made; it must be drawn up in English, French, German, and Latin, or in one of the Scandinavian languages.

3. All nationalities will be on an equal footing.

4. Besides the money prize each successful competitor will get a diploma and a gold medal.

5. The laureate must give a public lecture on his subject in Stockholm, or for No. 5 in Christiania.

### Civil Service in the Philippines.

The Philippine Commission has published a civil service law to apply to the islands. In most particulars it is like the civil-service regulations in force in the United States. Vacancies cannot be filled, even by promotion, except by a competitive examination; and this is true even in the case of professional and technical positions. School teachers are exempt from the civil service requirements, and laborers are placed in a special class. Religious and political opinions are to have no influence in appointments, and no officer or employee is to contribute to any political fund. An oath of allegiance to the United States government is required of every Filipino before entering the civil service. Examinations will be held in several places in the Philippines and in the United States.

### Filipinos to be Educated Here.

The United States government is making plans whereby a few bright Filipinos can each year be sent to this country to receive an English education. The civil service commission has sent out letters of inquiry to several of the prominent universities and colleges of the country to find out if arrangements can be made for free tuition, and receiving favorable replies from most, has decided to go ahead. The necessity of having some well trained natives in the government service in the islands is daily becoming more apparent. No foreigner, however extensive his experience, is capable of understanding fully and coping with the natives in the relations which have grown out of the form of government thus far given the islands.

The success of the effort to bring the Cuban teachers into touch with our educational system encourages the government officials to believe that the present plan can be carried out.

### Judging the Earth's Shape.

The general shape of the earth is perfectly well known. It is so nearly approximate to a sphere that its shadow shows no difference from that produced by a perfect solid globe. But to determine its exact form is a very much more difficult matter. That it is flattened at the poles so as to make a difference of about twenty-seven miles between the polar diameter and the equatorial, has been known for many years. This makes the body in general an oblate spheroid. But is it a perfect spheroid, or does its surface so vary as to make a much more complex figure? These questions have formed the purpose of many investigations and are still only partly answered.

President Pritchett, of the Massachusetts Institute of Technology, gave a very interesting lecture, on the evening of November eighth, upon some of the American contributions to our knowledge respecting the shape of the earth. After a brief history of the various early attempts to measure a meridian accurately, dating from Eratosthenes in Egypt, twenty-five hundred years ago, down to the beginning of the eighteenth century, he showed how triangulation alone furnishes an accurate method. Several arcs have been measured by this process, at different times, in various places in Europe, with differing degrees of accuracy.

In 1870, the United States government began to

measure an arc, not of a meridian but of a great circle, across the continent near the thirty-ninth parallel, that being selected for various reasons, the most important being that it furnishes the longest arc that can be found east and west in the United States. Measured as an arc of latitude, that of a great circle can be easily calculated, provided the parallel is found to be a regular curve. This arc starting from Cape May and ending at Puerta Arenas, California, is found to be nearly 4224 kilometers long, and probable error in its measurement is less than 24.5 meters, (80 feet). It is by far the longest measurement ever made on the earth's surface. The work was full of dramatic interest and was often prosecuted only at a risk of life and limb.

The work was the most difficult in the Rocky mountain section. There, it was necessary to equip a full camp, to carry an outfit of every description, and provisions for a considerable time. The work itself, too, was full of thrilling adventures, but in time, it was all completed, and all the needed parts of the triangles were measured.

Shown on an outline map, the work appears as a series of triangles making a perfect tangle of lines. But these have all been carefully calculated, their sides determined, and by combining these, the parallel itself finally found. Ten base lines were used for testing the correctness of the work. The accuracy attained can be estimated from the fact that two of these lines five hundred miles apart, if measured by steel tape as accurately as possible, would have shown a difference too small to be recognized by the unaided eye.

The results of this measurement were expected to give a curve of the spheroid. But they do not. Instead, three distinct curves are found. The first is long and flat, extending from the Atlantic to the midwest. The second is short, but also flat. The third covers the Rocky mountain region, a long and relatively high curve. The inference is that the earth is a solid of less regular form than has usually been supposed.

A remarkable engineering project now under discussion is that of establishing a great reservoir in Southern Missouri and Northern Arkansas—the region known as the St. Francis basin—into which the flood flow of the Mississippi can be diverted at times of high water, and allowed to escape gradually in the season of drought. This would render the floods which every now and then devastate the lower river practically impossible, and would keep the river open all the year thru to craft of a large size. The reservoirs are planned to cover an area of 4,000 square miles, with an average depth between high and low water of 15½ feet. This will be, if constructed, by far the largest reservoir ever built.

A very pretty picture this, at the Paul Revere school, Boston. Edward Everett Hale, renowned preacher and author, stood in the hallway and presented to each child as he went out one of the selected apples which New England farmers have donated out of their abundance to the children of the slums. It was a long procession that filed past Dr. Hale and many of the little ones showed by their demonstration that a handsome apple is not an every day treat in the North End. The work of distributing the Farmers' Fruit Offering will go on from this auspicious beginning until the day before Thanksgiving week when the last apple will be given out.

A sensible disposition of the bequest left by Benjamin Franklin to the town of Boston seems likely to be made at last. As is well known, Franklin left a sum of money which was to be invested for a hundred years and the proceeds devoted to some educational plan for the benefit of mechanics and artisans. The funds now amount to over \$500,000 and have been for two years awaiting the development of a feasible plan for utilization. It was proposed last winter to expend half the money upon a building similar in character to Cooper Union, New York, and to use the other half for public baths and gym-

nasiums. This would of course divide and scatter the fund and would increase the likelihood of its being of use to political factions. Now, however, it has been formally recommended that the entire fund be used to defray the cost of erecting, furnishing, and equipping a building to be known as the Franklin institute. The site is to be donated by the city. The institute is to consist of quarters for a branch of the public library, shops, laboratories, and class-rooms, in fact all facilities for the highest type of industrial education.

There is no doubt that such an institution will be a fitting tribute to Franklin's memory.

President Harper, of Chicago university, has felt himself constrained to have a heart to heart talk with the members of his faculty. His lecture was provoked by the notoriety recently attained by three of his professors, one of whom compared Mr. Rockefeller to Shakespeare, another emphasized his history lectures by the use of concert hall jokes and slang, a third insulted our Revolutionary forefathers by attributing to their lawlessness all the social and political disturbances of to-day. When one member of the faculty suggested a press censorship for the university Pres. Harper very sensibly said that if all the instructors would be on their guard against sensational sayings and doings there would be no need of censorship. It is the spirit of crude, half-baked assertiveness which ought to be repressed.

People are only just beginning to realize that Pittsburgh is rapidly becoming one of our most important centers of art, music, and literature. A great deal of the credit is due to Mr. Andrew Carnegie, in whose honor the fifth founder's day of the Carnegie institute was celebrated November 1. The art critics have for several years recognized in the fall exhibition at Pittsburgh the most notable exhibition of the year. The Pittsburgh orchestra, under the management of Mr. Victor Herbert, made so excellent a showing this year that it must henceforth be reckoned as one of the three or four strong musical organizations of the country. All told, Pittsburgh is becoming a good place to live in, despite its smoke.

Two new women's colleges are recorded, one in Japan, the other in Central America. Mr. J. Naruse, who has for years been agitating a university for women at Tokio has secured the interest of Marquis Ito and several other powerful Japanese noblemen and is now building up an institution on a magnificent site in the suburbs of Tokio. In Honduras Dr. Joseph S. Jenckes has arrived at Santa Cruz with a party of teachers and other essentials. Wealthy people of Honduras have given nearly enough to establish an American college; the balance necessary will be completed by the government. Temporary buildings have already been erected.

Prof. G. Frederick Wright who is traveling three Siberia reports an astonishing degree of advancement in some parts of the country which have hardly been heard of in Europe. He mentions the City of Minusinsk as an example, in a district which, "owing to the fertility of the soil, the clearness of the skies and the beauty of the scenery, has been called the Italy of Siberia." It contains one of the most interesting art museums in the world, filled with wonderful pieces of Chinese, Japanese and Hindu workmanship, many of them 4,000 years old; all this in a town three hundred miles from the main line of Siberian travel.

The work of raising money for rebuilding the old frigate Constitution is actively under way. Among contributions lately received is one of \$35.30 from the school children of Oil City, Pa. Lumber and other material suitable for building are welcomed as well as money. The Massachusetts State Society, United States Daughters of 1812, an organization which is behind the project, is about to issue a handsome certificate to all subscribers to the fund.



## The Educational Outlook.

### Providence Aroused.

PROVIDENCE, R. I.—The newly organized Business Men's Party is going right into the matter of public school administration. A strong appeal is to be made to the voters to take the schools out of partisan politics. One of the great issues of the campaign is the new Washington Park grammar school, a building which cost \$103,127.64 and contains seventeen school-rooms with a seating capacity of about 850 pupils and an actual enrollment of 240. The school was erected on the plea that the city was bound to grow in the direction of Washington Park, the alderman who was especially responsible for it is a large owner of property in the immediate neighborhood of the school. Meantime the city does not appear to be growing that way, at least with any rapidity, and it is evident that most of the school-rooms will, for a long time, be disused, and all the while the schools in Olneyville and in the north end of Providence are terribly overcrowded and no relief seems possible. The school committee has several other "white elephants" on its hands, tho none so portentous as this one at Washington Park.

### A Model Course of Study.

Stockton, Cal., has come forward with an innovation in the way of courses of study. This is a handsome octavo volume of 220 pages, bound in boards and vellum. Its tasteful exterior and the excellent press work thruout offer a pleasant introduction to a tome fully worthy of the progressive movement which took possession of the Stockton schools nine years ago. Thruout this period the clear vision and tenacity of purpose of Supt. Barr have kept the growing point always in evidence.

The studies have been grouped along the lines laid down by the Committee of Fifteen. In title the work is modestly an "Outline of Studies." In reality it is a group of practical treatises on the teaching of the respective branches. And the plan presented, while stimulating in the highest degree, is the fruit of actual school-room application. These things are the day-by-day work that has been, and is being done, in Stockton.

### New England Superintendents.

BOSTON, MASS.—The annual meeting of the New England Association of School Superintendents was held in the hall of the Latin School on November 9, Supt. Walter H. Small, of Chelsea, in the chair. Pres. G. Stanley Hall, of Clark university, spoke upon the modern teaching of geography and made a keen, witty, and pungent criticism of the present methods of teaching the subject. He said that our text-books treat not only geography, but almost all other subjects as well, including astronomy, geology, botany, meteorology, politics, and history. So they are suited only for reference books, and besides, they pay no attention to the capacities of the children. A proper text-book for the lower grades should be full of pictures, with animal lore, but no maps. Older pupils should rely mainly upon apparatus and should use the text books for consultation only.

In country districts the study should begin with the immediate surroundings of the school, and the pupils should spend their time in exploring brooks, stones, wells, cellar-holes of the past, telegraph lines, and whatever other constructions modify surface features, doing all this without books upon which to lean. From this, the study can be extended to places beyond immediate reach. Perhaps this system might not be quite as satisfactory to committees steeped in the old method, who want the young to be able to bound some distant state, like Wisconsin; but the children would be gainers.

A large part of the morning was taken up with a discussion of the desirability of introducing the elective system into grammar schools. Most of the speakers proposed the plan. Prin. J. E. Mowry, of Providence would allow some election, thus throwing a part of the responsibility for the child's proper education upon the parents. Supt. A. L. Safford, of Beverly, defended its application to the highest (ninth) grade.

Supervising Prin. B. C. Gregory, of Trenton, N. J., spoke upon the "Application of the Kindergarten Principle to Primary and Grammar Schools." He said that there was no sense in placing kindergarten apparatus in the higher grades. But its principle belongs there. Our regular custom is to make the pupil sensible of his failures, whereas the true system would show him his successes. He explained how this, the true principle of Froebel, should be applied to all work, and he illustrated how it can be used to advantage in discipline.

### Homes Provided for Paroled Boys.

NEW HAVEN, CONN.—The annual report of the agent employed by the trustees of the state school for boys at Meriden gives some interesting figures. The plan of placing the paroled boys who are homeless in families is found to be entirely successful. Of the number of boys so placed eighty-seven per cent. are reported as doing well. The agent keeps in close touch with the paroled boys by the means of frequent visits and letters. A contract is made between the boy and his employer giving residence, term of agreement, duties to be

performed, compensation, and other minor details. Boys under eighteen years of age have a part of their earnings sent to the school and deposited by the superintendent in a savings bank to the credit of the earner. Of the 198 boys paroled during the year, thirty-four are attending school, and work was secured for the remaining 164, of whom many are learning trades.

### Delay in Tax War.

The mandamus proceedings by the Chicago Teachers' Federation have been put off further by agreement of counsel. The leaders are smarting under the delay, but have felt obliged to yield to the opinion of their attorney, Mr. Isaac T. Greenacre, who is counseling their playing a waiting game. There are rumors that behind the counsel's dilatory tactics is a fiat of Governor Tanner who wants to let a prominent member of his staff, presumably Mr. J. W. Gates, the steel magnate, down as easily as possible. This, of course, may be only rumor. It is certain, however, that the teachers are becoming anxious as to the outcome.

They have a crumb of comfort in the accession to their side of two more members of the board of equalization. One is Mr. Solomon Simon, who has been known to be in sympathy with their crusade; the other, Mr. J. W. Larmer, of East St. Louis, who was supposed to be on the opposition side.

### School Campaign.

BOSTON, MASS.—The effort to get the women voters out in the coming election seems to be successful this time. The headquarters of the Public School Association at 383 Washington street, has become a perfect hive of industry. A feature of this fall's work is the number of very young women who have applied for instruction regarding the mysteries of voting. Registration parties have become popular. A number of women will assemble at a given church or club and then go in a body to the court house ending their little expedition with a lunch at some hotel.

This is the third campaign of the Public School Association. At the 1898 election only one of the candidates it endorsed was elected; last year four of its candidates went thru successfully. The leaders expect to do better still at this election.

### Day School Children Excluded.

School is popular in Philadelphia. The committee on night schools has had to pass a resolution excluding from evening classes those who are already pupils of day schools, whether public or private. The exclusion of the pupils of private institutions seems to many people to be a hardship, for such pupils as tax-payers or the children of tax-payers, would seem to be entitled to schooling in the evening if they do not get it during the day.

The compulsory education meeting committee of the board of education has recommended that Superintendent Brooks be requested to commission all the male attendance officers as special officers so that they may have the right to make arrests when necessary. Non-attendance is still a crying evil in Philadelphia in spite of the stringent provision of the law.

### Recent Deaths.

ST. LOUIS, MO.—Prot. John M. Bryan, formerly superintendent of schools of Jacksonville, Mo., died, after a long illness of consumption. His widow is the present superintendent of the Jacksonville schools.

CAMBRIDGE, MASS.—A simple but impressive service was held Nov. 9, in honor of the late Rev. Charles Carroll Everett, dean of the Harvard divinity faculty. Among the speakers were Dr. Edward Everett Hale, Prof. Ephraim Emerton, and Prof. Francis G. Peabody.

NEW HAVEN, CONN.—Dr. Moses C. White, emeritus professor in the Yale medical school, died on Oct. 24, aged eighty-one. For many years he had been a leading professor in the medical school and latterly was regarded by the students almost as its father. He continued his active duties until last June, when he resigned and was made professor emeritus. He had also an active connection with the state hospital.

### Death of Dr. Salome Merritt.

Dr. Salome Merritt, a woman prominent in educational affairs for many years, died at her home in Somerville, Nov. 7, aged fifty-seven. Dr. Merritt was born in Templeton, and was descended on her mother's side from John Eliot, the famous "Apostle to the Indians." She studied in the seminary at East Greenwich, R. I., from which she was graduated in 1864. She then taught in public schools until 1871, and she took her degree at the New York Free Medical college in 1874. The next year she became professor of anatomy in the same college and remained two years, since which time she has been in practice in Boston.

Dr. Merritt was always greatly interested in the public schools of Boston, and she worked persistently to secure for women the right to vote for the members of the school committee, a right finally obtained largely thru her efforts.

## In and Around New York City.

### Expert Views of Vertical Writing.

The Society of Pedagogy listened to a thoroughgoing discussion of vertical writing from the standpoint of the practical superintendent and of the scientific investigator at its monthly meeting Nov. 12. The speakers of the evening were Associate Supt. A. W. Edson, of Manhattan, and Dr. Charles Judd, president of the society.

Mr. Edson presented the subject as one could who has consistently opposed the action of the board of superintendents in recommending the intermediate slant. He believes that the whole upset grew out of somebody's discovery that the handwriting of the schools is poor. So it is; and so it always was—worse twenty years ago than it is now. There will always be an abundance of poor writing. The question is simply one of expediency. Which system will, given an average class with fair conditions of time and efficient teaching, produce the best results?

Mr. Edson submitted the following contentions:

1. Vertical writing is either a fad or it has decided merits. It is endorsed by leading experts like Pres. G. Stanley Hall, for whom Mr. Edson read a personal letter stating that the recent flurry, while it had interested him, had not in the least shaken his belief in vertical writing, but had rather strengthened it. Every city in New England except Somerville has the vertical writing. A heavy burden of proof rests upon the other side to show that the foremost educators have bought a gold brick.

2. The first points to be considered in school handwriting are neatness and legibility. Speed is a later development. Speed without legibility is too often the characteristic of the slant hand. The vertical means ease for the teacher and the formation of correct habits for the child.

3. Vertical writing does not mean that every letter must be exactly perpendicular; it properly admits of a good deal of variety.

#### OBJECTIONS USUALLY MADE.

Consider now the objections that are commonly raised to the vertical hand. They are somewhat thus:

1. It lacks speed. Very true, at the outset. Yet is not this an argument in its favor? The speed comes after the hand is formed not before.

2. It leads to backhandedness. But what if it does? Suppose the letters do lean a little to the left; is that a crime?

3. It is without individuality. This is largely a matter of opinion. One may also say that it is free from the excessive individuality of the slant writing.

4. Business men object to it. Personally, Mr. Edson said that he has not come into contact with any number of business men who do so object. On the contrary, most of his acquaintances prefer the vertical hand on account of its legibility and comparative uniformity; a number of clerks working over the same books each writing a different slant, produce very unsightly pages. If any business men are down on the vertical hand it is not, perhaps, because they have themselves been taught in youth to write the old Spencerian style?

#### THE OTHER SIDE OF THE QUESTION.

Following Mr. Edson, Dr. Charles Judd produced for the first time the results of some scientific investigations he has been making into the physiology of handwriting. While he arrived at generalizations with proper scientific caution, he made it evident that he thought there was some reason for a reaction against the vertical writing.

The whole question as to the best system of handwriting depends, he said, upon what you are aiming at. If the handwriting itself is the end in view, as in the case of bookkeeping work, one method may be the better, while if a hand that shall be as automatic as possible, interfering with the thought processes in a minimum, is the object of quest, then a very different style may have to be sought.

Now what is the character of movement known as handwriting? Evidently it is complex, composed of several flexions. The functions of the fingers, hand, and arm, are not identical. To show that they are not identical, Dr. Judd exhibited the results of his experiments with training instruments which he has devised to be attached to the hand above the finger, to the wrist, and further up the arm. As the pen writes, these also register their motion which can be profitably studied in relation to the finished product of the fingers. Papers showing their tracings were handed to the audience. Comparisons of the different styles could be made at a glance. For instance, the register of the wrist motion of the backhand was something absolutely different from that of the slant and represented a curve which would be much more difficult to draw than either the vertical or the 5° slant.

Generally stated, the arm carries the hand forward, the wrist carries the fingers—both in straight lines—and the fingers put on the finishing touches. The fingers are of especial importance in the return strokes; they make the curves and do all the fine work.

Now the ideal hand from the point of view of automatic action is that in which the arm, wrist, and finger exercise each its proper functions. The great tendency is to overwork the fingers. This is especially true of backhand and vertical writing.

From the physiological standpoint the most natural handwriting is that in which the fingers have to do little work until the return stroke is made and in which they then draw the pen back along the same general line as the forward stroke took. There is no doubt that the slant writing more nearly fulfils these conditions than any other. No especial slant, however, can be prescribed, for the degree of slant that is natural is a matter of personal equation and varies in the same individual at different times.

This conclusion, Dr. Judd was careful to explain, does not necessarily imply that vertical writing may not be the best to teach in the lower schools. It is certain that vertical writing always looks immature; it may be ideally suited to young children who cannot be made to write automatically except after years of training. Vertical writing, too, may be so superior from a business point of view that it ought to be retained all thru the school course, tho this is more doubtful. What is clear is that pathologically it is inferior; it is pre-eminently a finger movement and is calculated to lead to writers' cramp and kindred diseases.

A lively discussion of Dr. Judd's paper brought out facts and expressions of opinion from Prof. E. R. Shaw, Dr. John Dwyer, Dr. H. A. Kelly, and several others.

### College Graduates Urged to Teach.

Supt. Maxwell thinks that college educated women ought to teach in the New York public schools. At the annual meeting of the Association of Collegiate Alumnae he invited all the women graduates present to consider the matter of going into public school work and advising their friends to do likewise. The schools need the college graduate for her broad scholarship, a matter in which they are still decidedly deficient. They need, too, the knowledge of how to study, which most college graduates have acquired.

The objection which is most commonly made among the educated to public school teaching, that it is too much under the domination of politics, no longer applies in New York city. Favoritism and influence in the selection of teachers have been entirely done away with. Salaries are higher than in other cities, and New York now pensions its teachers.

Dr. Maxwell warned his audience, however, that no college woman can hope to succeed in grade teaching unless she is willing to guard against the tendency to shoot over the children's heads. Knowledge of calculus and comparative philology will not help much in teaching a class of East Side boys. Only college graduates who have an abundance of common sense are needed.

Other addresses at this meeting were made by Prof. Abby Leach of Vassar college and by Mr. Walter H. Page, editor of *The World's Work*.

### Kindergartners Discuss.

The first fall meeting of the Kraus Alumni Kindergarten Association was held recently at the Hotel San Remo. Miss Yawger presided. There was a large attendance of the mem-



Child Life in Other Lands.



bers of the association and many of the leading kindergartners of other associations were present. Mrs. Kraus-Boelte opened the discussion with an inspiring paper on "Kindergarten Games."

Mrs. Charles Pashley, of Brooklyn, followed with a paper on "Rhythmic Games" and Miss Alice Close, also of Brooklyn spoke of "Grade Games." A general discussion followed. Among those who took part were Miss Slade, Miss Harvey, Miss Demarest, Miss Fanniebelle Curtis, Mrs. Elliman, Mrs. Walton, and Miss Dorman.

It was proposed to make a study of the games a feature of the work for the year, and a committee was appointed with Miss Harvey as chairman to attend to the November matter. At the November meeting of the association the subject for discussion will be "The Relation of the Kindergarten to Primary School."

#### Local History Classes.

The study of old New York is rapidly growing in popularity. It is said that the number of parties of school children who have this fall visited the Revolutionary relics in the downtown district is something astonishing. They sit in the pew once occupied by George Washington in St. Paul's chapel, decipher the gravestones in Trinity churchyard and try to worry the meaning from the faded tablet that marks the site of the old Dutch Stadt Huys. Saturday is the favorite day for these excursions. Mr. Charles Hemstreet, who is author of "A Calendar of Old New York," is frequently seen conducting a party of school children thru the region of ancient landmarks.

#### Teachers College.

The following award of vacant scholarships has been made: Teachers College scholarship, William Walter Smith, Princeton, '89; Teachers' College scholarship (one-half interest), Russell H. Bellows, of Union college, and State normal school; Low scholarship (one-fourth interest), Mrs. Maud L. Curtiss, of New Britain normal school, '91.

Speculations as to the principalship of the new school of commerce are already rife. Among the names mentioned are Associate Supts. Davis and Jamieson, Prin. McAndrew of Brooklyn, Prin. Edward W. Stitt, of public school No. 89, and Prin. Edward A. Page, of school 77, Manhattan.

The educational work among young Hebrews, started at the Educational Alliance by the late Prof. Thomas Davidson, has been taken up by Mr. Percival Chubb of the Ethical Culture schools. As a tribute to the memory of the great scholar who has departed, the class in literature that was studying Goethe's Faust last winter with Prof. Davidson, will now take up "In Memoriam."

The Schoolmasters' Association of New York held its 100th regular meeting in the Wadleigh high school building Nov. 10. The meeting was in two sessions, interrupted by a luncheon at the Hotel St. Denis. The speakers of the morning session were Dr. David L. Kennedy on "The History of the Association," Dr. Julius Sachs on "Results of Our Work," and Mr.

Theodore C. Mitchell who indulged in "Reminiscences." In the afternoon addresses were made by Pres. Seth Low, of Columbia; Dean H. S. White, of Cornell; Prof. Sidney T. Skidmore, of the Education Club of Philadelphia; Dr. E. J. Goodwin, president of the Middle States Association of Colleges and Preparatory Schools, and Dr. Randall Spaulding, president of the Headmasters' Association.

The mandamus compelling the board of aldermen to pass a bond issue of \$487,000 for a girls' high school brought out a storm of protest at the last board meeting.

The next meeting of the Educational Council will be held Nov. 17, at the New York University building, Washington square, north.

The board of education has accepted a bid of \$302,640 for the construction of the proposed high school of commerce upon the site which has already been purchased at Sixty-seventh street and Broadway. Work upon the new structure will be begun at once, and it is hoped that the school will be running next fall.

#### Educational Meetings.

Nov. 23-24.—Southeastern Minnesota Educational Association.

Nov. 29-30.—West Virginia Teachers' Association, Clarksburg.

Nov. 29-30.—Western Kansas Educational Association, Newton.

Nov. 30-Dec. 1.—Massachusetts Teachers' Association, Boston.

Nov. 30-Dec. 1.—Michigan Schoolmasters' Club, Ann Arbor.

Nov. 30-Dec. 1.—North Central Kansas Teachers' Association, Beloit.

Dec. 7 and 8.—Meeting of New Jersey High School Teachers' Association, Newark. President, H. C. Krebs, Somerville, secretary, Cornelia MacMullan, South Orange.

Dec. 20-22.—San Joaquin Valley (Cal.) Teachers' Association, Fresno.

Dec. 26-28.—Associated Academic Principals of the State of New York, Syracuse; secretary, H. Dwight Arm, Albany.

Dec. 26-28.—Iowa State Teachers' Association, Des Moines.

Dec. 26-28.—South Dakota Teachers' Association, Yankton.

Dec. 26-28.—Illinois State Teachers' Association, Springfield.

Dec. 26-28.—Kentucky Educational Association, Louisville.

Dec. 26-28.—Minnesota Educational Association, St. Paul; D. E. Cloyd, secretary.

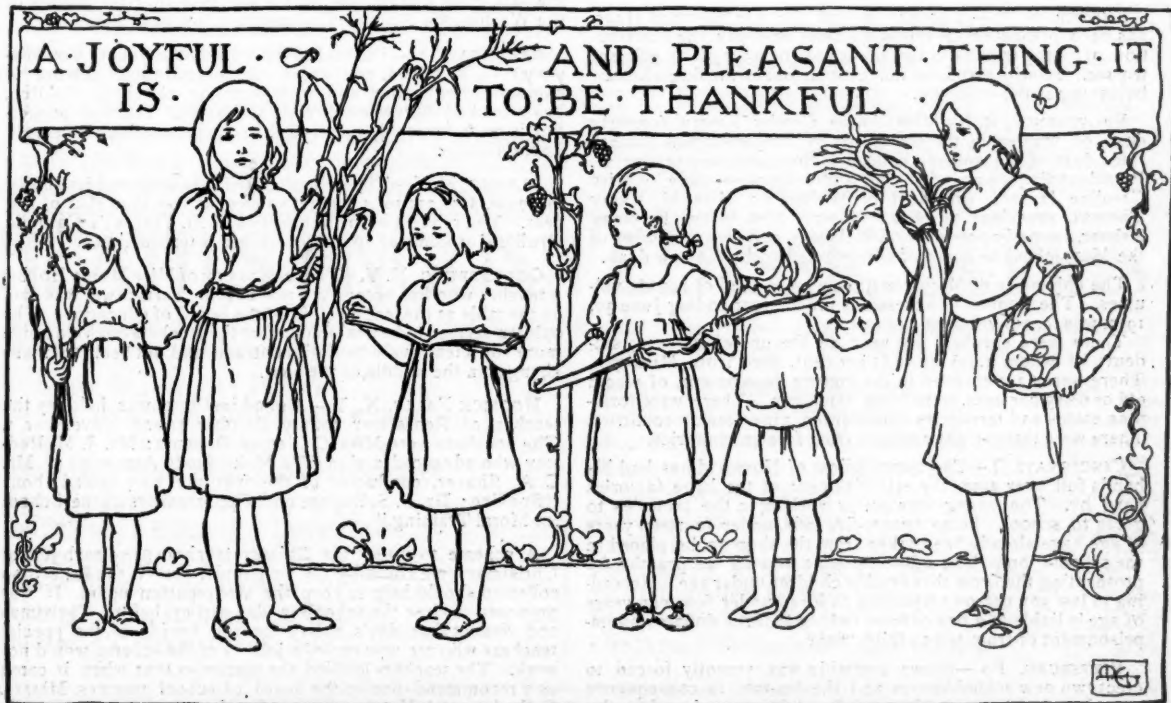
Dec. 26-29.—Wisconsin Teachers' Association, Milwaukee.

Dec. 27-28.—Louisiana Teachers' Association, Alexandria.

Dec. 27-29.—Southern Educational Association, Richmond, Va. Secretary, Prof. P. P. Claxton, Greensboro, N. C.

Dec. 28.—Michigan Teachers' Association, Grand Rapids.

Your best friend can give you no better advice than this: "For impure blood, bad stomach, and weak nerves take Hood's Sarsaparilla."



Thanksgiving Design for the Blackboard. By MARGARET ELY WEBB.

the teacher cannot find time to copy the whole of the composition, it may be divided in the middle and either half used by itself,

## Interesting Notes from Everywhere.

**NEW ORLEANS, LA.**—This city has decided not to introduce medical and sanitary inspection of public schools. Dr. Knoke, the member of the board of education who is pursuing the matter, will not give up, however, but will try to secure some experimental inspection for next fall.

**BUFFALO, N. Y.**—The plan for the new high school is at last decided upon. As stated previously in THE SCHOOL JOURNAL a report of all the submitted plans was compiled and a choice made by a committee composed of the mayor, the three commissioners of public works, the superintendent of the bureau of building, the superintendent of the department of public instruction, three councilmen, the president of the board of aldermen, and the members of the aldermanic committee on schools. The committee was headed by Mr. Walter Cook, a New York architect. The plan selected was drawn by Esenwein & Johnson. A prize of \$500 was awarded to Robert D. MacPherson for the next best plan, and prizes of \$30 and \$200 to Charles D. Swan and Carl Schmill respectively. All the successful men are from Buffalo, although many out-of-town architects took part in the competition.

**WASHINGTON, D. C.**—A number of new eight-room school-houses are provided for in the current district appropriation bill. Numerous plans for the same have already been submitted to the engineer commissioner but as yet no selection has been made. The Northeast Citizens' Association has called attention to the imperative need of a new building in Trinidad. The schools of that vicinity are so crowded that half-day sessions are in vogue in many rooms.

**MT. CLEMENS, MICH.**—Supt. S. C. Price has resigned to take the editorship of the local Press.

**WASHINGTON, D. C.**—The board of education is contemplating a revision of the high school course which will reduce the hours of home study to a minimum. It is also the opinion of the board that there is too great a difference between the studies of the eighth grade and those of the high school. It believes that this discrepancy may be obviated in the course of time by the introduction of new books and studies in the grade schools.

**ROCHESTER, N. Y.**—At a special meeting of the board of education held recently, Mr. W. M. Bennett, of the Erie, Pa., high school, was elected as science master, at the high school, to take the place of Prof. A. L. Arey who has accepted a position in the Brooklyn girls' high school. The right school teachers were formally appointed and their salaries fixed. Principals will receive forty dollars a month and teachers twenty-five dollars.

The work of the Industrial school, which is carried on mainly thru the generosity of citizens, was further substantiated by the proceeds from a "Donation day." The managers of the school were the prime movers in the affair. The various church societies provided and managed stalls. The school itself had an exhibit of the pupils' work in sewing, manual training and kindergarten work.

**EXETER, N. H.**—A bronze bust of the late Sherman Hoar, has been presented to Phillips Exeter academy, the contribution of many friends to the honor and memory of an efficient trustee. It will stand in the chapel, and is the finest bronze belonging to the academy.

**PROVIDENCE, R. I.**—Miss Annie Crosby Emery, formerly dean of women in the University of Wisconsin, was inaugurated dean of the women's college of Brown university, Oct. 24. President Faunce presided, and addresses were made by Miss Caroline Hazard, president of Wellesley; Miss M. Carey Thomas, president of Bryn Mawr; Mrs. Alice Freeman Palmer, formerly president of Wellesley, and now a member of the Massachusetts board of education; and by the new dean.

The university of Michigan library has a total of 145,460 volumes. The number of accessions for the year ending June 30, 1900, was 12,256 volumes.

There were enrolled last year, in the university 3,303 students of whom 1,936 or 58.61 per cent. were from Michigan. There were 1,342 enrolled in the literary department, of whom 916 or 68.25 per cent. were from Michigan. There were forty-nine states and territories represented, nine foreign countries. There were thirty-eight students from foreign countries.

**CINCINNATI, O.**—The truant officer of Norwood has had his hands full ever since the establishment of the large factories hard by. The young boys prefer working in the factories to going to school. Some twenty-five lads, under fourteen years of age have already been taken from the shop to be placed in the school-room. The officer intends to stop the practice by prosecuting the firms that employ children under age. According to law any person employing children under fourteen years of age is liable to a fine of from twenty to fifty dollars and imprisonment of from ten to thirty days.

**PITTSBURG, PA.**—Stowe township was recently forced to erect two new school-houses and the tax-rate in consequence was viewed as distasteful. Now an oil well has been found on the school grounds which, on being drilled, yields forty barrels a day. The school board gets one-eighth royalty.

**SPENCER, IND.**—Mr. H. B. Hancock, principal of the Morgantown schools, has been elected superintendent of the Owen county schools, to succeed C. F. McIntosh, resigned.

**PATERSON, N. J.**—Agreeable to a verbal petition of the People's Park Improvement Association to the building committee of the school commission, public school No. 16 will have its playground paved and a granite sidewalk laid. The cost will be \$1,600, a sum which will be taken out of the regular appropriation for school improvements.

**CATSKILL, N. Y.**—Miss Maude B. Van Keuren, of Poughkeepsie, has accepted the principalship of the Gardiner public school.

**LOS ANGELES, CAL.**—The board of education is again wrestling with the overcrowded school problem. It recently passed a resolution asking the city council to call for a popular vote regarding the issue of bonds, to the amount of \$220,000, for the erection of more school buildings. About one-eighth of the public school pupils are restricted to half-day sessions, and many buildings are so crowded as to prevent good work on the part of teachers and pupils.

**ROCHESTER, N. Y.**—Prof. M. V. O'Shea's lecture on "The Silent Forces," delivered October 31, before the Y. M. C. A. made a great impression upon Rochester teachers. Prof. O'Shea made special plea for the "worst little devil in the place," a child who will almost always be found to overflow with energy that can be turned into useful channels. By sympathy and diplomacy the "little devil" can generally be made over into a useful member of society.

**LANCASTER, PA.**—The Lancaster city school board has again been organized on non-partisan lines by the election of D. McMullen and George Forrest, Democrats, as president and secretary, and H. A. Schroyer and John Burke, Republicans, as treasurer and messenger. This division of officers was made many years ago and found so useful that it has been continued.

**SAN FRANCISCO, CAL.**—The teachers of this city are complaining of being obliged to put their hands into their pockets so often to pay for supplies that ought to be furnished by the school department. Supplementary books in teaching are recommended in the course of study, but none are furnished, and as the public library contains few copies the teachers are compelled to purchase the books at their own expense. The sand used on the molding table, the models for the drawing classes, the pictures presented in the observation lessons, are some of the other items that extract money from the teachers. As a last straw the school department recently sent out official circulars which reached the teachers with two cents postage due on them.

**WATERTOWN, N. Y.**—Mr. Irwin H. Schuyler, teacher of natural science at the Watertown high school, has tendered his resignation to accept a position at the Erie, Pa., high school.

**WASHINGTON, D. C.**—Mrs. Mary H. Peabody, of New York, gave a lecture on "The Law of Power," illustrated by the ball, cube, and cylinder of the second gift, in the parlors of the Washington Normal Kindergarten institute, Nov. 7.

**ATLANTA, GA.**—The recent report of State School Commissioner G. R. Glenn, containing recommendations relative to compulsory education and transportation of school children, has provoked discussion thruout the state. The first suggestion is more favorably received than the latter, which is deemed impracticable.

**ALBANY, N. Y.**—The school board has prepared its annual estimate, \$251,211.10 a budget somewhat less than that of last year. The request of the authorities of St. Vincent's Catholic Orphans' asylum for an appropriation is turned down.

**OGDENSBURG, N. Y.**—The resignation of Miss Mable Hobbs, a teacher who has accepted a position at Tarrytown, was laid on the table at the last meeting of the board of education. The opinion seemed to be unanimous that the teachers ought to abide more conscientiously by their contracts and not seek to make changes in the middle of the year.

**HOOSICK FALLS, N. Y.**—A good institute was held by the teachers of Rensselaer county, October 31 and November 1. The speakers were Miss Collier, of Oneonta; Mr. J. M. Redway who advanced a plan "To Make Study Agreeable;" Mr. C. A. Shaver, conductor of the institute, who talked about "Spelling;" Dr. P. S. Bugbee on "Opportunities of the School for Moral Training."

A scheme to mulct the Chicago teachers \$2.75 each just at Christmas time could hardly be popular even if the \$41,000 so collected should help to keep the kindergarten open. It was proposed to close the schools a day earlier before Christmas and deduct that day's salary for the benefit of the special teachers who are now out of a job. But the scheme would not work. The teachers lobbied the matter so that when it came as a recommendation to the board of school trustees, Messrs. Gallagher and Keating were on hand to denounce it roundly and to secure a vote tabling the whole proposition. Some other plan will have to be tried.



## New Phases of Agricultural Education.

The agricultural colleges of the country have become well established; their usefulness has been demonstrated in a thousand ways. The next step, according to Prof. L. H. Bailey, of Cornell, as suggested in an interesting article in the *Educational Review*, is to extend and popularize the work of these special institutions.

As they have been improving their advancement of entrance requirements and enrichment of curricula, the agricultural institutions have tended to get further and further away from the plain people. The betterment of their efficiency is all right, but there ought not to be a gap. The agricultural college, to preserve its dignity among other institutions of the higher learning, must be developed on the theoretical and scientific side; it must train special investigators who will make valuable discoveries as a result of their research. To underrate the importance of this work is to display ignorance of the possibilities of the farmer's calling. But avenues of approach must be left open. The agricultural college ought to be simply the head of an extensive system of agricultural education.

The conditions are ripe for the upbuilding of such a system. The American farmer is within reach of help and advice. No other agriculturists in the world have so much energy and power of initiative. People who speak of the down-trodden farmer do so from malice or ignorance. The farmer is apt to be intelligent and well read, even if not well dressed. He is not "The Man with the Hoe."

### Need of a Practical Course.

The agricultural colleges are well equipped to suit the needs of those who can afford to give their sons a long and special course. What is now badly needed is the special farm training school which aspires to no academic or collegiate honors and grants no degrees. In this respect they are ahead of us in Europe. We have been training leaders; we need also to train followers. The university spirit must be taken to the people, in this as in other directions. The institution of learning has two co-ordinate functions as an organ of civilization—studiously to educate the few, enthusiastically to awaken the many. The colleges and experiment stations have made an agricultural science. They have built up a vast literature. The next step is to make their contributions to human knowledge a matter of popular comprehension. The average farmer must be educated. By his very numbers in the commonwealth this is made imperative for the public welfare.

### Inspiration in Farmer's Surroundings.

How is this to be done? Not, probably, by the spread of mere knowledge. Information is no panacea for agricultural ills. The farmer must be interested, must be

touched with an inspiration. The trouble with agriculture is not so much that the farmer does not know how to make it pay as that in too many cases he does not know how to live.

He has got to be put into touch with his surroundings; his eyes opened that he may live the daily life with joy. Country children especially can be taught to see and appreciate the things with which they live. They must be led to nature, not in a sentimental spirit, nor yet with scientific coldness, but with a glow of youthful enthusiasm for knowledge and enjoyment of the world beautiful. Such a movement nature-ward is no chimera. One university already has an enrollment of nearly thirty thousand children who are banded together in nature study. It has nearly twenty-five thousand teachers who are vitally interested in the movement. Here are fifty thousand people who are systematically supplied with literature and help.

### What for the Present Generation?

So much for the coming generation. Something immediate ought to be done for the grown-up farmer. The first essential is sympathy. Those who are already awakened, need simply direction and advice. For those who are without, the desire for improvement it is becoming increasingly hard to continue on a paying basis. Such farmers are very apt to give it up and migrate to the city, thus going far to fare worse. These are the people who ought particularly to be aimed at—those who read no literature, who do not want any professional help. All ideas of mere academic dignity must be laid aside, and effort must not rest until every man is touched. One simple leaflet, well digested, may mean more to some remote farmer than a whole library means to a student.

Thus the farmer is being reached—by any means which promises good results, whether conforming to accepted educational standards or not. The problem of agricultural education is by no means easy of solution. Old ideas of teaching have to be modified or outgrown. Well-trained and enthusiastic men are enlisted in the labor. "The work of widest influence must be that of an extension character, including nature study movements, reading courses, itinerant schools, short winter courses, and the like; only the few will go farther and higher."

## THE SCHOOL JOURNAL

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## Hints to Teachers of Reading.

The Chicago Institute *Course of Study* for November contains considerable material that is most suggestive to teachers of various grades and studies. The following thoughts on the teaching of reading are especially helpful, referring as they do to one of the most difficult studies of the course, and applicable in some respects, to the work as pursued all the way from the first grade to the advanced work in the high school.

"Reading for study should, as a rule, be done silently. There is danger of calling for too much oral reading.

"In so-called sight-reading for children the words should be those readily recognized and functioned. The sentences should be short and the thought and emotion within such easy grasp that the reader can give his energies to expression.

"Do not put a book into the hands of children and ask them to read orally at sight a bit of history, a scientific observation, or a story that you could not read without study.

"Two motives govern the desire to read aloud: first, the desire to share with others what one possesses; second the necessity for expression as an outlet for aroused energy.

"Do not call for oral reading until the children have something to tell. Ideal conditions for oral reading are one book, a reader, an audience, and interesting material.

"Do not lose the children's point of view in reading. They read because of their interest in the story, and are impatient of interruptions. 'I don't see,' said one little girl, 'what our teacher meant. We were so interested in that story we could hardly keep our seats, and she kept stopping us and asking us questions, and making us do it over and over again until we just couldn't stand it. I don't want to go to that school any more.'

"Do not allow a child who is reading orally to struggle with the pronunciation of a word. Help him incidentally; keep him unconscious of his difficulty. The book means to many children only a struggle with words, and oral reading word-calling. They image only words, and there is no room for the thoughts and emotions of which words are the signs.

"Do not drill upon words or phonics in close connection with oral reading, lest the child's mind be distracted from the thought. The whole energy of both teacher and class should be directed towards one end—the securing of vivid images and adequate expression.

"Do not call upon one child to criticize another's reading, or ask him what is wrong with it, or how he would read it; the interest should be so intense that the impulse of every child is to express his own images, not to criticize others. Call for reading from the different children. The class will unconsciously note differences and select the most truthful interpretation of the text.

"Cultivate a habit of independent study of the text.

"Do not ask the children how they would read this line or that stanza; let them read and judge from their expression what images they have. If they are not appropriate and full, stimulate to better imaging by questions, by pictures, by stories, and then call for expression when the emotion is at its height.

"Do not analyze a section until the life is all taken out of it. Allow only such discussions and analysis as will make the images vivid. View the selection as a whole. Strike for the great central thought; this includes the lesser."

## Change to High School Methods.

When the pupils go up into the high school they find things changed. Instead of one teacher who has known them for years and feels a personal interest in them, they find themselves under the instruction of a number of different teachers to whom they are strangers and who are ignorant of their personal traits and peculiarities, and who do not extend to them, at first, those personal attentions to which they have been accustomed. If, under such circumstances, they become discouraged or lose interest in their studies, and at last drop out of their

classes, it is not so surprising. It is in the first year's course in the high schools from which the largest percentage of pupils drop out of their classes, and among other causes the lack of patient and sympathetic instruction may be counted as one.—Supt. EDWARD BROOKS.

## Unconscious Errors.

Supt. J. L. Holloway, of Ft. Smith, Arkansas, is one of the thoughtful educators of the South. In a circular issued for the use of his teachers he gives several valuable hints concerning "unconscious errors" which he has observed in his supervision of schools.

### A. Loss of Time.

This is occasioned by

1. Lack of systematic procedure in changing recitations.
2. Want of plan in relating subject matter of successive recitations.
3. Discussing irrelevant matter.
4. Stopping the work to administer discipline.
5. Interruptions from pupils of study class.
6. Pupils entering or leaving the room.
7. Hesitancy of pupils in reciting, due to poor preparation.
8. Inability of pupils to attack a lesson properly.
9. Indistinct enunciation and low tones of pupils.
10. Repetition of pupils' answers by the teacher.
11. Absence of clearly defined purpose to be reached in the recitation.
12. The use of language unadapted to the comprehension of the child.

### B. Loose Discipline.

This is shown in and encouraged by

1. Littered floors and smeared boards.
2. Untidy desks of pupils and teachers.
3. Disarranged bookshelves and closets.
4. Awkward posture of pupils, standing and sitting.
5. Disorderly lines and shuffling style of marching.
6. The absence of definite kind and amount of work for study class.
7. Inattention and listlessness of pupils reciting.
8. Lack of self-control—exhibited in temporary absence of teacher.
9. The slowness of pupils in accomplishing assigned work.
10. A supposed necessity for the use of sarcasm and "sharp" speech.

### C. An Ideal School.

The ideal school may be partially realized by an observance of the following suggestions:

1. Hold all classes strictly to the work in hand.
  2. Test the knowledge of the pupils and determine the range and thoroughness of their preparation in every recitation.
  3. Develop the power of attention and sustained concentration.
  4. Leave nothing half comprehended by the class.
  5. Rally the slow, stir up the indolent, restrain the over-zealous, encourage the timid.
  6. Make such complete preparation that the recitation becomes a unit thoroly related to pupils' present acquisitions and so developed that it naturally fits into what logically follows.
  7. Vary methods by use of lesson plans developed from sound principles,—plans in which the questions of the *how*, *what*, and *why* have been mastered.
  8. Teach pupils methods of attack in lesson-getting.
  9. Insist upon some definite, specific home study, at least above third grade.
  10. Appreciate the ideally regulated home in school government.
  11. Make the physical environment an agency for cultivating both the ethical and the æsthetical elements of the child's being.
- Emphasize in all ways the power and beauty of good manners—on the street, at public gatherings, toward ladies, etc.





[Entered at the N. Y. P. O. as second-class matter.]

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### Literary Notes.

#### Teachers Without Positions.

If you are without a position you should write the Syracuse Teachers' Agency, of Syracuse, N. Y., and find out what it can do for you. It has an established reputa-

### Has No Competitor.

#### One Patent Medicine Which Has the Field to Itself.

A prominent physician was recently asked why it was there are so many "blood purifiers," "nerve tonics," and medicines for every ill except one of the most common and annoying diseases, viz., piles.

He replied, there are two principal reasons: First, physicians and people in general have thought for years that the only permanent cure for piles was a surgical operation, and that medicinal preparations were simply palliatives and not a cure for the trouble.

Another reason is that piles, unlike many other diseases, is in no sense an imaginary trouble. A sufferer from piles is very much aware of the fact and for this reason the few pile salves, and ointments, etc., have been short lived because the patient very soon discovered their worthlessness.

He continues: However, there is a new pile remedy which, judging from its popularity and extent of its sale, will soon take the place of all other treatment for piles. It has certainly made thousands of cures in this obstinate disease and its merit, repeatedly tested, has made it famous among physicians and wherever introduced. The remedy is sold by druggists, everywhere, under the name of Pyramid Pile cure.

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#### To Work Petroleum Under the Sea.

A committee has been formed under the presidency of Mr. Devi, member of the Russian mining department, to decide the question of the exploration of petroleum under the sea, near Baku. The points to be decided are, according to *The Engineering and Mining Journal*: (1) The suggestion of the Technical committee for the preservation of the Baku oil-fields to reclaim that part of the sea by filling it in, so that the new petroleum plots may be joined to the old plots and so form one field, or to reclaim, by some special means, single spots forming islets not connected with the mainland. To ascertain the depth of the sea over the submarine petroleum deposits and the extent of that zone. (2) What measures should be taken to prevent accidents to workmen by fire, and also for securing the works on the submarine oil pots from destruction and from the access of the sea water into the tubes of the wells and the wasting of the oil from fountains. (3) What measures should be adopted to prevent the new works on the sea from interfering with the shipping entering or leaving the port of Baku.

#### A Musical Prodigy.

At the recent Paris Psychological Congress, according to the "Nouvelles Scientifiques" department of *La Nature*, a musical prodigy, three years of age, was exhibited. "The boy's mother," says the writer, "is a good musician. About six months ago she had just executed a difficult piece of classical music on the piano, when, having left the instrument, she heard the piece repeated behind her back. It was the child who had performed this feat at the first attempt. Since that time, without a teacher, the little prodigy has displayed eager persistence and made astonishing progress. This three-year-old baby is named Pepito Rodrigues Ariola."

#### Not Dependent on His Millions.

Chauncey M. Depew once said there never was born a Vanderbilt who could not earn his own living, if left without a cent. Young Cornelius, altho he managed to get a good slice of his father's estate against the paternal will, bears out Mr. Depew's statement. He has invented a fire-box for locomotives that, it is said, will save to the great railroad companies a deal of wealth in water and fuel. The Baldwin locomotive works, in Philadelphia, has just adopted his invention, and, with John Jacob Astor, Cornelius Vanderbilt becomes a millionaire inventor. At the recent Republican state convention, held at Saratoga, New York, Mr. Vanderbilt also made his debut in politics as a delegate.

#### The Spider's Web.

A spider's web is a most curious as well as a most beautiful thing. When we were children the majority of us supposed that the spider's web was pulled out of its mouth, and that the little insect had a large reel of the stuff in its stomach, and that he could, almost instantly, add feet,

yards, or rods to the roll. The facts are that spiders have a regular spinning machine—a set of tiny tubes at the far end of the body—and that the threads are nothing more nor less than a white, sticky fluid, which hardens as soon as it comes in contact with the air. The spider does not really and truly "spin," but begins a thread by pressing his "spinneret" against some object to which the liquid sticks. He then moves away and, by constantly ejecting the fluid and allowing it to harden, forms his ropes or wonderful geometrical nets.

#### An Acre of Washington Timber.

A single acre of Washington timber, recently measured by the Division of Forestry, contained 218,690 feet, board measure, of red fir, 11,000 feet of hemlock, and 6,000 feet of cedar, making a total stand of 236,690 feet. The smallest fir on the acre was three feet in diameter, and the largest eight feet. The height of the forest approximated 300 feet. The hemlock was scaled down to twenty inches in diameter, and had it been scaled to twelve or fourteen inches, as is customary in the East, the stand would have been several thousand feet greater. This acre was measured near Wilkeson, about thirty miles from Tacoma.

#### Better Fuel Than Coal.

A newly discovered mineral, which is of a lustrous black color and which as a fuel surpasses coal and all other substances heretofore known, is described by the *Journal of Geology*. It is found on the island of Barbados, in the Lesser Antilles, where the natives call it "manjak."

It is thought that manjak is petrified petroleum, great quantities of petroleum being found on the same island. It contains only 2 per cent. of water and fully 27 per cent of solid organic matter, thus surpassing, in utility, the best asphalt of Trinidad in which 30 per cent. of water is contained, and which has been classed, so far, as the very finest fuel.

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## Interesting Notes.

### A Great Work.

The *National Magazine* for October contains an illustrated article under the caption "Double-Tracking a Trans Continental Railway." This is an interesting story of the undertaking by the Chicago & North-Western Railway of double-tracking its main line between Chicago and Council Bluffs, which has been completed as far west as Carroll, and by the close of next year the entire distance is expected to be finished. The double track will not only greatly facilitate the handling of traffic, both freight and passenger, but, by the elimination of curves and grades, will also shorten the distance between Chicago and Omaha.

The most notable feature of the work is at Boone, Iowa. The present line sweeps direct to the south after leaving Boone, following the course of the Des Moines river, which is crossed by a bridge a few miles below the town, making steep grades on both sides of the river. The new line, however, will run straight west, and crosses the Des Moines river over a mighty bridge that spans the Des Moines valley from bluff to bluff, a distance of more than a half mile. The building of this bridge saves three miles in distance and abolishes two of the longest and steepest grades on the system.

### Then and Now.

What is probably one of the copies of the first railway guide ever issued in the United States is in possession of the Passenger Department of the Chicago and North-Western Railway. This quaint little book was printed in the *Reflector* office in Schenectady, N. Y., in 1836, and its title proclaims it "A Western Traveler's Pocket Dictionary and Stranger's Guide." Its 96 tiny pages are 2 1/4 x 3 1/2 inches in size, bound in red covered boards. At the time this little guide appeared all the states thru which the Chicago & North-Western Railway now operates, with the exception of Illinois, were territories, and the tide of emigration was just beginning to set toward the West. Chicago was a village, and it was not until twelve years later that her first railroad was begun to be built, which pioneer line is now a part of the great Chicago & North-Western system, operating 8,500 miles of first-class railway in Illinois, Wisconsin, Michigan, Minnesota, North Dakota, South Dakota, Iowa, Nebraska, and Wyoming, and running thru trains daily between Chicago and San Francisco and Portland. This mighty empire has a population vastly greater than the whole nation possessed in the year 1836.

### Birthplace of Wild Geese.

Wild geese, it is said, breed in the interior of Alaska and eastward to the Hudson's Bay Country. It is estimated that fully 1,000,000 of these birds return from the South every spring to pass over Canada on their way to their places of birth, to reproduce their kind. One-tenth of their number is annually slaughtered for the use of Hudson's Bay officials at the various Hudson's Bay Company's forts, and by the Montagnais Indians of the Labrador peninsula; and it is stated that American sportsmen are mainly responsible for the

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destruction that keeps down the natural increase of the species to about its normal size.

### Bees as Poachers.

A very interesting case has originated at Warwick, N. Y., and if the decision is sustained on appeal, a most important precedent will be established. Bees owned by one person punctured the peaches of another while they were ripening, extracting the juice from the fruit, thus destroying it. The plaintiff placed his damages at \$250.

Local experts gave testimony in both peach growing and bee keeping. The justice gave judgment, to the plaintiff, to the amount of \$25 and costs. If the case is sustained it will render the owners of the bees liable in damages for their incursion on the premises of other property holders, the same as horses, pigs, and other trespassers. A few years ago a suit was brought in Delaware county against a farmer to recover on a claim for pasturing bees. The plaintiff alleged that the bees had no right to obtain sustenance and material for making honey, for the benefit of the owners, from his property without compensation. The contention of the plaintiff was sustained and judgment was entered.

### Beautiful Parisian Gowns and Other Articles.

Handwork of the daintiest description, the use of the most exquisite laces and an artistic touch of gold, are characteristics of the best Parisian models in costumes and wraps for this season, and in the collection of imported gowns and wraps shown at Arnold, Constable, and Co's., Broadway and Nineteenth street, Manhattan, these distinctively French touches are particularly noticeable. This house is distinguished for the elegance and beauty of the models that are selected by its representative from the leading Parisian designers, but seldom has a more beautiful collection been on view than is now to be seen there.

The underwear department fairly teems with lovely and dainty articles for feminine wear, all of the finest workmanship and French design. Silk skirts in every conceivable style and coloring, lovely matinee and tea gowns, beautiful undershirts of silk and flannel, and the daintiest of underwear in general are some of the attractions. In corsets a special display is being made just now, the straight front type prevailing.

Many of the rugs are of great age, and the colors have faded to exquisite tones which modern art could not reproduce. Turkish carpets in bold designs and rich, bright colorings, and Persian rugs in finer, more intricate patterns and more subdued tones are shown here in endless variety.

In upholstery the housewife may revel in novelties in draperies and fabrics for furniture coverings. Lovely French tapestries in Louis XV. effects from Aubusson, and from lesser places, are particularly alluring. A varied assortment of linen velours, in rich and delicate colors and in effective designs are much in demand this season.

### Opportunities for Business.

During the past year the Chicago & North-Western Railway Company built 474 miles of new line through the most fertile portions of Iowa and Minnesota. These new lines of railway are now in full operation and are dotted with promising towns, which are trade centers for well-located communities. A descriptive pamphlet with a list of the business opportunities in each town may be obtained upon application to agents of the Chicago and Northwestern Railway, or to W. B. Knistern, General Passenger & Ticket Agent, Chicago, Ill.

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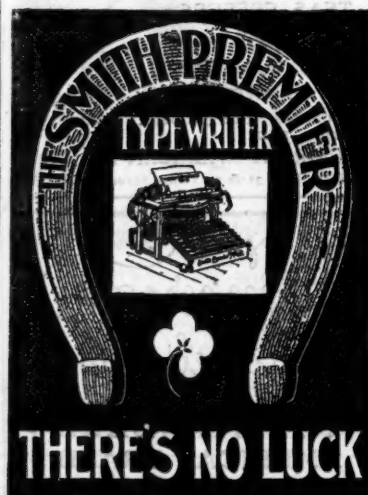
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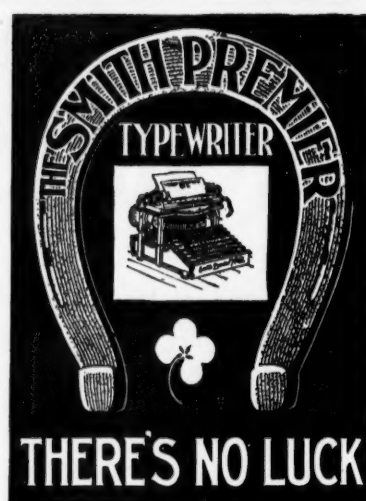
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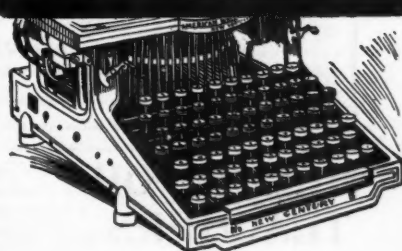
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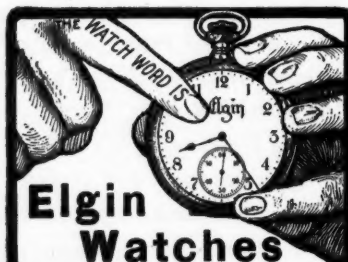
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